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ABSTRACT

The Pioneer Cooperative Educational Service Agency (CESA) first-year (1976-77) activities were reviewed. The project was intended to implement the Far West Laboratory (FWL) version of experience based career education (EBCE) in three Hall County, Georgia, high schools, and to prepare for second-year (school year) implementation of the program in the Gainesville City and Union County high schools. Results and accomplishments were noted in the four major tasks (project implementation, inservice training, product development and dissemination, and evaluation) identified as essential to achieving program goals. One of the most significant outcomes of the project's first year operations was the establishment of a total program management system that allowed the Pioneer CESA EBCE management team to supervise, coordinate, and recommend . program adjustments without usurping the authority of the local school administrators. Also student growth was documented in the areas of career development, basic skill development, life skills, and general attitudes toward learning, school, self, and adults. Positive responses were also received from parents and the community. (Appended project materials comprise the major part of this document and include the 225-page third-party evaluation report.) (TA)

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Interim Report

Project No. 502-AH6-0016

Grant No. G04-76-03001

Pioneer Cooperative Educational Service Agency's Experience-Based Career Education Program

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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November 15, 1977

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A demonstration project such as the Pioneer CESA EBCE project requires a great deal of assistance from many individuals. Special appreciation is extended to each of the following individuals for their hard work and dedication during the first project year: Ms. Carol Sue Chandler, EBCE Project Coordinator, Pioneer CESA; Ms. Gwendolyn "Dean" Adkins, EBCE Resource Analyst, Pioneer CESA; Ms. Betty Childs, Learning Coordinator, North Hall High School; Ms. Dolly Rosato, Learning Coordinator, East Hall High School; Ms. Nancy Royal, Former Learning Coordinator, Johnson High School; Mr. Allen Rhinehart, Learning Coordinator, Johnson High School; Ms. Terry Edmonds, Learning Coordinator, Gainesville High School; Ms. Judy Bardenwerper, Learning Coordinator, Union County High School; and Ms. Vicki Chambers, EBCE Project Secretary, Pioneer CESA.

Appreciation is also extended to: Mr. Paul Peterson and Dr. Ralph Baker of the Far West Laboratory for providing the much needed assistance and support; Drs. Joseph Haenn and Tom Owens of the Northwest Regional Educational Laboratory for not only serving as third-party evaluators but for assisting in resolving numerous problem areas; and Dr. Jack Zealand, Ms. Cyndi Parrish, Ms. Norma Edwards, and Ms. Ruth Fowler of The Georgia Center for Continuing Education for developing and coordinating the "Sex Equality in Education and Employment Workshop."

A special thanks are extended to each of the participating community resources as well as to superintendents, principals, and vocational directors and supervisors of the Hall County, Union County, and Gainesville City School Systems. Without the cooperation and continued support of these individuals, it would be virtually impossible to implement an EBCE program.

Ronald L. Fritchley
Project Director

CHAPTER I. SUMMARY OF THE REPORT

Introduction

The Pioneer Cooperative Educational Service Agency received approval from three LEA boards of education and administration to implement and demonstrate the NIE's EBCE program. On September 9, 1976, notice of funding was received and the necessary activities were begun to implement the EBCE program with students with the start of winter quarter (November 29, 1976). Gainesville High School would begin fall quarter (August 26, 1977), and Union County High School would begin winter quarter (November 15, 1977).*

Time Period

This report will cover the period of September 9, 1976 to September 30, 1977 and will follow the outline for Interim Reports provided by the U. S. Office of Education.

Program Goals

Pioneer CESA serving as the fiscal agent and program manager will implement and demonstrate the Far West Laboratory (FWL) version of the NIE's Experience-Based Career Education Program (EBCE) in three LEA's in the Pioneer CESA service area. The major objectives of the program are:

1. A project staff consisting of Project Director, Project Coordinator, five Learning Coordinators, and two Resource Analysts will be trained to implement the FWL EBCE Model.
2. EBCE Students will show growth in the areas of basic skills, self-development, career awareness, decision-making, inter-personal skills, and problem solving.
3. Project materials and procedures will be disseminated to future adapters during the third year of the project.

Results and Accomplishments

Four major tasks were identified as essential to achieving the goals, objectives, and results mentioned above.

Program Implementation

EBCE staff was hired by October 18, 1976 (Project Director, Project Coordinator, Resource Analyst, three Hall County Learning Coordinators (LC), and a Project Secretary). A half-time para-professional was also hired for each Hall County program by January 17, 1977. Gainesville and Union County schools identified LCs by April 27, 1977 and began work July 1, 1977. A half-time Resource Analyst was also hired for Union County and began work September 1, 1977. Only one turnover occurred--a Hall County LC relocated in South Georgia and was replaced in June, 1977.

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*Union County was originally scheduled to begin fall, 1977. This change was approved by OE and appropriate changes were made in the Process Objectives of the original proposal. See Appendix A.

A Policy Advisory Committee was organized and met three times during the year. The original membership of 13 has risen to 26 including students, parents, educators, state department personnel, and business and professional people. An EBCE Curriculum Review Team was organized and met November 5, 1976 to review materials for sex-bias and discrimination and to develop procedures and guidelines for the review of a) curriculum and instructional materials, b) evaluation instruments, and c) counseling techniques.

Including fall quarter, 1977, enrollment in EBCE has totalled 143 juniors and seniors in Hall County and Gainesville High Schools. Twenty-nine of those remained in the program for more than one quarter. Various recruitment strategies were used including large and small group presentations, distribution of memos and flyers, manning of information booths by former students, and individual conferences between students and LCs. Students were randomly selected from a pool of applicants with the only criteria being that students must be on schedule with credit requirements in their regular high school program. By September 30, 1977, 75% of all EBCE students in Hall County and Gainesville met the 25 hour weekly requirement for learning activities and the 7.5 hour weekly requirement for community activity.

Community resources were recruited prior to start-up in November, 1976, by the entire EBCE staff. The program began operations with 85 commitments and 40 completed Resource Guides. To date, the Resource Analyst has prepared guides for 84 resources and has firm commitments from 52 more. The Resource Analyst in Union County working half-time has prepared guides for 25 resources at this writing. It is projected she will have 38 completed guides by the November 15, 1977 start-up date.

In-service Training

Far West Laboratory conducted two separate five-day pre-operations training sessions for the EBCE staff (October 11-15 and November 8-12, 1976). Nine days of follow-up technical assistance was provided in January and March, 1977.

In May, 1977, the Program Coordinator and Resource Analyst assisted a FWL consultant in the training of the Gainesville LC. Following a monitored training session in Castro Valley, California, FWL certified these two CESA staff members as trainers in the FWL model. They then conducted pre-operations training for the new Hall County LC (Johnson High School), the Union County and the Gainesville LCs (July 11-15 and July 25-29, 1977). Four days of follow-up TA was provided to both Gainesville and Johnson High School LCs and five days follow-up to the Union County LC. The Resource Analyst in Union County was trained in September, 1977 by CESA EBCE staff.

The sex bias and sex-role stereotyping workshop was held in Gainesville January 26 and 27 with cooperation from the University of Georgia Center for Continuing Education. Participants included local community leaders, local school system staff, and EBCE staff. Pioneer CESA has published the proceedings which has been disseminated at the national level.

The Project Coordinator and Resource Analyst conducted a one-half day in-service for the Hall County LCs on March 26, 1977 at Pioneer CESA in Cleveland, Georgia. Topics included values clarification, LC-resource person contact, self/career exploration and evaluation, and summary and evaluation.

Product Development and Dissemination

Major products are due to be developed and disseminated in 1978. However, some materials were needed to supplement efforts in program implementation. A Handbook for EBCE Community Resources was published to explain EBCE concepts to participating resource people. An EBCE Student Walk-Through was developed for training purposes. Many forms were revised and developed to satisfy the unique needs of CESA's EBCE program.

As a result of discussions held at our March 26, 1977 in-service, the Program Coordinator and two Hall County LCs prepared a series of Survival Skills to be completed by EBCE students. These short-term activities were designed to increase basic, life, and employability skills. A number of these units are required student activities in the EBCE program.

The Program Director has published the Proceedings: Pioneer CESA's Workshop on Sex Equality in Education and Employment as a result of that workshop held January 26 and 27, 1977. It has been disseminated to all EBCE projects, U.S.O.E. Regional Officers, the four R & D Labs who designed EBCE programs, NIE, Title IX, and Equal Opportunity units in all fifty states, representatives from 140 Georgia school systems, and all vocational education staff in the Georgia State Department of Education.

Third-Party Evaluation--see following section.

Evaluation

Northwest Regional Educational Laboratory (NWREL) was awarded a contract on October 15, 1976 to complete the third-party evaluation of program activities during this reporting period. An evaluation plan and instrument package was proposed and approved for use by November 1. All EBCE students were pre-tested and baseline data was collected at the beginning of each quarter. Students enrolled in the program for two quarters were post-tested in May, 1977.

Outcome objectives were evaluated in the areas of career development, basic skills, life skills, and general program outcomes. Limited student growth was noted in all areas. Students and staff rated the program as helpful in helping the student 1) analyze potential careers, 2) learn how their interest and abilities fit into potential careers, 3) become aware of the level of basic skills needed in careers of interest to them, 4) solve problems logically, 5) develop their own creativity, 6) increase their ability to make decisions and 6) communicate with peers and adults. Students attitudes toward work and career planning increased significantly whereas their self-concepts and attitudes towards adults showed a moderate increase. Both students and staff rated the EBCE program as helpful in helping students to understand more about themselves.

Staff, parents, and resource people were also questioned on the effectiveness of the program. The staff rated most program activities as important and effectively implemented. Resources felt they were given sufficient guidance by EBCE staff and would recommend the program to fellow resources. Parents of EBCE students felt the program was more valuable and better motivated their child than previous school experiences. Students who joined EBCE would choose to enter the program again, and the parents of the students would want their youngsters to enter again.

A copy of the third-party final evaluation report is included in this document.

Conclusions and Recommendations

As a result of the first year of operations in three Hall County high schools, EBCE will:

1. Provide students with a wider variety of resources.
2. Develop a guidance component including self-assessment and evaluation activities.
3. Conduct in-service training including EBCE staff, teachers, and counselors in such areas as career guidance and credit attainment through experiential learning.
4. Test and evaluate the effectiveness of the Survival Skills units and prepare final drafts of the units for dissemination.
5. Negotiate for larger and better equipped learning centers in each school.
6. Provide alternative strategies for the students with transportation problems.
7. Allow for more active participation by the Policy Advisory Committee.
8. Provide staff, community leaders, and educators with a follow-up workshop on sex-bias and discrimination.

9. Hire a career guidance specialist to aid in student and project activities.
10. Develop a slide-tape program and newsletter for dissemination and communication of program activities.

These activities are considered top priority for the next year of EBCE operations. Based on data received from our third-party evaluation and feedback from staff and experts in the EBCE program, these activities will support and supplement the already established EBCE program.

CHAPTER II. ACCOMPLISHMENTS

Introduction

Three LEAs, as well as the Pioneer Cooperative Educational Service Agency (CESA), have taken the necessary steps to ensure the successful implementation and demonstration of the NIE's EBCE program. The Hall County, Union County, and Gainesville City Boards of Education passed board statements that endorse the concept of Experience-Based Career Education. They further stated that all credit granted through the EBCE program will contribute toward satisfying the requirements for the standard high school diploma granted by each of these three LEAs. Pioneer CESA, acting as the fiscal agent and project manager, will provide the experience and expertise necessary to coordinate this multi-system consortium and to provide the necessary linkages through the Georgia Facilitator and National Diffusion Networks for dissemination to future adopters.

Initially, the three high schools in Hall County implemented the EBCE program the first year. This allowed the EBCE program staff adequate time to fully prepare for the program. During the second year, Union County and Gainesville City High Schools were added as EBCE sites so that during the second and third years a total of five demonstration sites (with up to 30 students at each site) will exist in the Pioneer CESA service area. In addition, the other 11 LEAs that are a part of Pioneer CESA will be readied, through orientation sessions, as possible future adapters.

The Northwest Regional Educational Laboratory (NWREL), Portland, Oregon, has served as the third-party evaluator for this project. This group of evaluators have had extensive experience in addressing evaluation methods and strategies used in evaluating the NWREL version of EBCE.

In addition, the personnel identified for the management features of this project have had extensive experience in not only career and vocational education but in the development of EBCE, individualized instructional systems, and community programs as well. The personnel identified as Learning Coordinators are veteran teachers who have had several years of successful classroom teaching experience and come highly recommended by their respective administrators.

The following list of measurable student outcomes have been formulated to describe what should result from extended participation in a fully operational EBCE program.

General Objectives

Students will show a realistic attitude toward learning; the world of work; adults (including parents), themselves, and the resulting relationship.

Career Development Outcomes

Students will increase their knowledge of their own abilities, aptitudes, and interests and apply this information to the formation of tentative career and educational hypotheses.

Students will increase their abilities to analyze careers and career opportunities in terms of potential life style, educational requirements, and availability of preparation opportunities.

Students will develop the general skills of job finding, job application, on-the-job negotiation and dependability necessary in daily work interactions.

Students will increase their knowledge of social, governmental, and economic issues and trends in the world of work.

Basic Skills Outcomes

Students will be able to perform applied skill tasks related to skills of interest to them.

Students will improve their performance level of the basic skills (reading, writing, oral communication, and mathematics).

Students will become aware of the level of basic skills needed to enter careers of interest to them and will understand the relationship at that level to their current basic skills proficiency.

Students will demonstrate an increased willingness to apply basic skills to work tasks and to avocational interests.

Life Skills Outcomes

Students will increase in their ability to inquire, use critical thinking, and the problem solving process.

Students will increase in their ability to clearly and concisely communicate with their peers, as well as with adults.

Students will develop an understanding of others in their ability to trust, to be open to change, and to respect differing values in people and institutions.

Process Objectives

Four major tasks (project implementation, in-service training, product development and dissemination, and evaluation) were identified as essential to achieving the goals, objectives, and results mentioned above. The following list delineates each of these tasks and provides a summary of the accomplishments of the program with regard to these tasks.

1.0 Project Implementation

1.1 Project staff consisting of Project Director, Project Coordinator, three Learning Coordinators, a Resource Analyst, and secretary are placed under contract by 9/6/76.

The Project Director (Ronald L. Fritchley) and secretary (Ann Stamey) were already on Pioneer CESA's staff at the time of project funding. The Project Coordinator (Sue Chandler) and Resource Analyst (Dean Adkins) were placed under contract October 1, 1976. Johnson High School Learning Coordinator (Nancy Royal), North Hall High School Learning Coordinator (Betty Childs) and East Hall High School Learning Coordinator (Dolly Rosato) signed contracts September 15, 27, and October 18, 1976 respectively.

1.2 EBCE Policy Advisory Committee (PAC) operational by 9/20/76.

The first meeting of the PAC was held November 11, 1976. (See Appendix B for list of members and meeting agenda.) As a result, PAC members: a) approved student outcome objectives of the program; b) endorsed totally the Pioneer CESA EBCE project; c) recommended that at least one student and one parent be added to the committee; and d) requested that the next meeting be held on January 26, 1977 as a part of the "Sex Equality in Education and Employment" workshop.

1.3 EBCE Curriculum Review Team operational by 10/1/76.

The EBCE Curriculum Review Team was operational and the first meeting was held November 5, 1976. (See Appendix C for a list of members and the meeting agenda.) As a result, the "Sex Bias and Sex-Role Stereotyping Workshop" was moved to January 26 and 27, 1977 and was renamed "Sex Equality in Education and Employment." The next meeting of the Team would be held at the time of the workshop. The Team also instructed the Project Director to acquire guidelines that are used to determine if educational and/or evaluation materials are sex biased or sex-role stereotyped. In the meantime, the project staff is to utilize Guidelines for Improving the Image of Women in Textbooks for Scott, Foresman, and Company as a guide for reviewing and/or preparing project materials.

1.4 EBCE Learning Centers are ready for students' use by 11/1/76.

The EBCE Learning Centers for the three participating high schools were ready for student use by November 15, 1976 as specified on page 38 of the original proposal. Each Learning Center is located near the library with space ranging from 12 x 20 feet to 20 x 30 feet. No separate LC office or student study carrels were acquired as each high school had no other available space. However, students were able to use the library for individual study.

1.5 Project Planning Packages approved for students' use by 11/1/76.

The Project Planning Packages, developed by the Far West Laboratory, were reviewed and approved by the Curriculum Review Team for student use by November 15, 1976

1.6 Program materials printed and ready for students' use by 11/15/76.

Six sets of Far West Laboratory EBCE materials were ordered and multiple copies of over 50 project forms were modified, printed and delivered to the three Learning Centers by November 23, 1976.

1.7 Non-EBCE faculty members oriented to the EBCE program by 10/15/76.

Non-EBCE faculty members and administrative and support staff at the three participating Hall County high schools were oriented to the EBCE program between October 18 and November 15, 1976 through small group presentations and discussion sessions.

1.8 EBCE students recruited from three high schools for winter quarter by 11/1/76.

EBCE recruiting orientations for 11th and 12th graders at each of the three high schools was completed by November 1, 1976. A total pool of interested students numbered 77.

1.9 EBCE students randomly selected from a pool of volunteers from each of the three high schools for winter quarter.

From the pool of volunteers, 34 students were selected for acceptance into the three programs by November 19, 1976. (See Appendix D for lists of students.) After reviewing transcripts, LCs decided the only criteria would be that students must be on schedule with acquisition of the required number of credits in their regular high school program.

1.10 Sufficient employer/community resource developed by 11/15/76 to provide community experiences for EBCE students.

Between October 18 and December 7, 1976, 85 resources had either given written or verbal agreement to participate in the EBCE program. The LCs, Program Coordinator, and Resource Analyst initially prepared 20 Resource Guides by November 15, 1976. At that time the Resource Analyst assumed total responsibility for this task. By December 7, 1976, 33 Resource Guides were in the hands of the LCs. (See Appendix E for Resource Log and Resource Pool Reports.)

As a variation from FWL model, the Pioneer CESA EBCE program has chosen to reference all resources to the 13 U.S.O.E. Career Clusters.

1.11 One half-time para-professional clerk employed at each site by 12/1/76.

A half-time para-professional aid was employed at two of the three participating high schools by December 7, 1976. The third aid was hired January 17, 1977.

1.12 Programs begin at three high schools with a minimum of 10 students per site by 12/1/76.

On November 29, 1976, each of the three high schools began the EBCE program with at least 10 students enrolled in each school.

1.13 EBCE students selected at three high schools for spring quarter by 2/15/77.

A total of 30 new students from three participating Hall County High Schools were selected for participation in EBCE for spring quarter which begins March 21, 1977. In addition, 21 students returned for a second quarter in the program.

1.14 Sufficient employer/community resources developed by 3/15/77 to provide community experiences for increased number of EBCE students.

A total of 102 resources have given either written or verbal agreement to participate in the EBCE program. Twenty-five new resources were developed and analyzed during this period.

1.15* Non-EBCE faculty members oriented at Gainesville High School by 4/1/77.

All Union County faculty, counselors, and support staff were oriented to the EBCE program on September 19, 1977.

1.16 Union County and Gainesville EBCE staff identified EBCE Learning Coordinators by 4/27/77.

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*Tasks 1.15-1.19 were revised and approved as a result of the EBCE program decision to delay Union County's involvement until winter quarter, 1977.

Terry Edmonds, former Home Economics substitute teacher at Gainesville High School, and Judy Bardenwerper, former teacher at Union County, were identified by April 27, 1977 and placed under contract on March 21, 1977 and July 11, 1977 respectively. The Union County Resource Analyst (Debra Collins) was placed under contract September 1, 1977 to work half-time in that area.

1.17 EBCE students selected for four high schools for fall, 1977 by 4/15/77.

Hall County and Gainesville High Schools recruited and selected 58 students for fall quarter, 1977 by August 8, 1977.

1.17a EBCE students selected for Union County High School for winter quarter, 1977 by 11/15/77.

A total of 15 students were selected to begin winter quarter by November 3, 1977.

1.18 Sufficient employer/community resources developed by 8/19/77 to provide community experiences for Gainesville City High School EBCE students.

From June 14, 1977 to September 30, 1977, 28 more resources were recruited and 14 new Resource Guides were written bringing the total number of resources available to all Gainesville and Hall County EBCE programs to 136 recruited and 84 Resource Guides written.

1.19 EBCE programs begin fall quarter at four high schools by 9/1/77.

Gainesville and three Hall County high schools began fall quarter August 25, 1977 with a total of 58 students enrolled.

1.20 The mean weekly learning activity of 75% of EBCE students will meet (or exceed) the program student requirement of 25 hours by 10/1/77.

As of October 1, 1977, 75% of all EBCE students have met the program student requirement of 25 hours in weekly learning activities.

1.21 The mean weekly community activities of 75% of EBCE students will meet (or exceed) the program student requirement of 7.5 hours by 10/1/77.

By October 1, 1977, 75% of all EBCE students have met the student program requirements of 7.5 hours in community activities.

2.0 In-Service Training (Staff Development)

2.1 Pre-operations staff development workshops completed by 11/12/76.

Pre-operations staff development workshops were conducted for six Pioneer CESA EBCE staff members by FWL consultants, Paul Peterson and Ralph Baker. Two workshops of five days each were held from October 11-15, 1976 and November 8-12, 1976. The first sessions focused on orienting the staff to the FWL model, provided training in resource development and student project planning, and assisted the staff in planning the design and implementation of the program. The second week was a review of program plans and progress and a discussion of student program planning and credit assignment. (See Appendix F for agenda.)

2.2 Sex bias and sex-role stereotyping workshop for Pioneer CESA staff, EBCE staff, potential resources, and members of the community completed by 11/24/76.

On January 26 and 27, 1977, the EBCE project in cooperation with the University of Georgia provided a workshop entitled "Sex Equality in Education and Employment." Participants included Pioneer CESA staff, EBCE staff, community resources, educators and counselors. (See Appendix G for agendas and participants.)

2.3 Follow-up staff development workshops completed by 4/8/77.

Follow-up technical assistance was provided by Paul Peterson of Far West Laboratory January 17-20, 1977 and March 14-18, 1977. (See Appendix F for agendas.)

2.4 Pre-operations staff development workshops for Union County and Gainesville City completed by 8/15/77.

Pre-operations I was conducted by Paul Peterson (FWL Consultant), Sue Chandler (EBCE Program Coordinator), and Dean Adkins (EBCE Resource Analyst) May 16-20, 1977 for Terry Edmonds, Gainesville High School Learning Coordinator. Pre-operations I was conducted by Sue Chandler and Dean Adkins July 11-15, 1977 for Judy Bardenwerper (Union County Learning Coordinator) and Allen Rhinehart (new Johnson High School Learning Coordinator). Pre-operations II was held July 25-29, 1977 for all three LCs mentioned above. (See Appendix F for agendas.) Debra Collins, half-time Resource Analyst for Union County was trained September 7, 1977 by Dean Adkins.*

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*Debra Collins resigned after one week and was replaced by Renee Collins September 26, 1977. Renee Collins was trained September 26-28, 1977 by Sue Chandler and Dean Adkins.

2. Follow-up staff development workshops for Union County and Gainesville City EBCE staff initiated by 9/1/77.

A total of four days follow-up technical assistance was provided to Gainesville's LC prior to 9/1/77. Five days were spent with Union County's LC and RA from August to October, 1977. Technical assistance is distinguished from normal program coordination activities in that such assistance is directly related to Pre-operations training follow-up.

3.0 Product Development and Dissemination

Tasks in this area are not scheduled for completion until 1978-79. Some materials were developed to enhance program operations which will be discussed in the chapter titled "Major Activities and Events."

4.0 Third Party Evaluation

4.1 Project goals and objectives clarified and methods of measurement agreed upon between Pioneer CESA and NWREL by 10/30/76.

Pioneer CESA and the Northwest Regional Educational Laboratory (NWREL) reached agreement by October 15, 1976 on the measurement methods to be used in measuring the project goals and objectives.

4.2 Data collection and analysis constructed and agreed upon between Pioneer CESA and NWREL by 10/30/76.

Pioneer CESA and NWREL reached agreement on data collection and analysis methods to be used by October 15, 1976.

4.3 Instrument package assembled by 10/30/76.

The instrument package to be used in carrying out the Evaluation Plan was assembled and on file at Pioneer CESA by November 15, 1976. (See Final Evaluation Report, Appendix L, for description of instruments.)

4.4 Procedures for collection of student baseline data prepared, reviewed, and implemented by 11/30/76.

NWREL and Pioneer CESA prepared and reviewed procedures for the collection of baseline data which was included in the evaluation plan submitted to CESA on October 11, 1976. Baseline data was collected during pretesting November 29, 30, and December 1, 1976, and during the initial NWREL site visit November 15-17, 1976.

4.5 Procedures for the collection of process data developed, reviewed, and implemented by 5/30/77.

Procedures for the collection of process data were also included in the evaluation plan submitted by NWREL October 11, 1976. Process data was collected by Dr. Joe Haenn during each of his three site visits, November 15-17, 1976, March 15-18, 1976, and May 9-11, 1977.

4.6 Student baseline data collected and analyzed for first group of EBCE student by 12/20/77.

Pretests were scored and returned to Pioneer CESA on December 27, 1976 except for the FWL Writing Sample. These results were analyzed by independent raters along with the FWL Writing Sample posttest results to reduce the possibility of a time-of-year bias.

4.7 Comprehensive evaluation of student outcomes to be undertaken during the second year that is consistent with second year operational plans and includes instrumentation, data collection schedules and analysis plan prepared by 4/30/77.

The evaluation plan for the second year of EBCE implementation was developed by NWREL and submitted to Pioneer CESA on August 5, 1977.

4.8 Student baseline data collected and analyzed for additional EBCE students 4/1/77.

Baseline data was collected for the 30 additional EBCE students during pretesting, March 21 and 22, 1977. Scored data were returned on May 9, 1977 except for the FWL Writing Sample. The CTBS data were re-scored due to a data processing error and were returned to CESA on May 20, 1977.

4.9 Post-test data collected on EBCE students who have completed two quarters by 6-1-77.

Post-test data were collected May 18-19, 1977 and submitted to NWREL for scoring and analysis on June 30, 1977.

4.10 Preliminary verification by NWREL that Pioneer CESA's implementation is progressing toward a "high fidelity" demonstration of FWL EBCE model by 5/30/77.

The level of implementation was assessed the week of May 9, 1977 by NWREL. Results of this assessment may be found in the Final Evaluation Report (Appendix L).

4.11 Evaluation Summary on attainment of implementation objectives, including tabular description of baseline data by 6/30/77.

A summary of the assessments and description of baseline data were submitted to Pioneer CESA in April, 1977 in the form of an Interim Third-Party Evaluation Report.

4.12 Analysis of Pre/Post data and draft of final evaluation report for year one completed by 8/1/77.

Test data were scored and returned to Pioneer CESA in late July, 1977. The draft of the final evaluation report was submitted to Pioneer CESA for review in mid-October (delayed due to a change in NWREL personnel). A copy accompanies this report.

4.13 Pioneer CESA reviews and comments on draft of final evaluation report.

Comments by Pioneer CESA were returned to NWREL on October 28, 1977.

4.14 NWREL submits final evaluation report on a 3 to 5 page summary to Pioneer CESA completed by 10/15/77.

Copies of the report were received by Pioneer CESA November 7, 1977.

CHAPTER III. MAJOR ACTIVITIES AND EVENTS

Description of the Educational Setting

The school systems involved are Hall County, Union County, and Gainesville City. The EBCE program will be implemented as a part of the existing 11th and 12th grade curriculum in each of the five high schools located in the three participating systems.

Hall County

Hall County is a rural and suburban area surrounding Gainesville with an estimated population of nearly 51,000 (excluding Gainesville) and a school enrollment of 12,600 (K-12). Located 40 miles northeast of Atlanta, Hall County is bordered by Lake Sidney B. Lanier on the West and North Georgia mountains to the North. The activities of 27 major poultry research, production, processing and distribution firms have earned Hall County the reputation of the "Poultry Capitol of the World." These firms employ over 30% of the total county wide work force. Other major employers include textile and apparel manufacturers. Current figures indicate that less than one-half of the adult population 25 years and over have completed the eighth grade. Other figures show that one-sixth of the total population have incomes that are below the poverty level. Less than 12% of the total population is non-white.

All three comprehensive high schools in the Hall County School System will begin EBCE program participation during the 1976-77 school year and will continue participation through the duration of the project. These three high schools are: East Hall, Johnson, and North Hall. All three high schools serve grades 9-12 and have a total student enrollment of 3,407: 1,697 males and 1,710 females. Less than 9% of the total 9-12 enrollment is non-white. The disadvantaged students are 21% of the total high school enrollment.

The EBCE program will serve 60-90 students each year. Volunteers will be openly recruited from all of the 11th and 12th grades at each of the high schools. A total not exceeding 30 students will be randomly selected from the pool of volunteers for participation at each school site.

Gainesville City

Gainesville is a small urban community with a population of 15,450 or a decline of over 1,100 in the past ten years. As the county seat of Hall County, Gainesville is an important governmental center housing services for both city and county residents. In addition, every state and federal agency has a branch or regional office in Gainesville. Governmental service, retail trade, and medical related occupations comprise over 50% of the total city labor force.

Residents of Gainesville are served by the Gainesville City School System, which is independent of the Hall County System. The total enrollment of the Gainesville City System is approximately 3,400 (K-12). Beginning in September, 1977, EBCE will be implemented in Gainesville High School and will serve 20-30 students selected randomly from volunteers in the 11th and 12th grades. The total 11th and 12th grade enrollment is 396: 192 males and 204 females. The non-white students are 26.2% of the total student population. Approximately 15% of the high school enrollment is disadvantaged.

Union County

Located in the extreme northern part of Georgia, Union County is characterized by rugged mountains and isolated wooded areas. Nearly 50% of the land in Union County is owned by the U.S. Forest Service or the Tennessee Valley Authority. According to 1974 data, Union County has a population of 7,800 and a per capita income of $2,545.00 or about 2/3 of the state average. The majority of the labor force is employed in either agricultural related activities or in the production of wearing apparel. Prospects for new industry and a surge in the economic climate are on an increase, and several small manufacturing firms have recently moved to Union County.

Union County residents are served by the Union County School System which has a total student enrollment of 1,785 (K-12). Beginning in November, 1977, EBCE will be implemented in the Union County High School. EBCE will serve 20-30 students selected randomly from a pool of 11th and 12th grade volunteers. The total 11th and 12th grade enrollment is 237: 122 males and 127 females. Currently 49% of the 9-12 enrollment is disadvantages. Since the total county population is 100% white, there is zero percent non-white enrollment in the school system.

Description of the Program

Administrative Structure

The Project Director is employed by Pioneer CESA as Director of Instructional Services and reports directly to the Executive Director of the agency. This position is an in-kind contribution. The Project Director has worked closely with all personnel (superintendents, curriculum directors, vocational directors, principals, and vocational supervisors) in the three participating LEAs in order to establish the necessary communication linkages, develop project procedures, monitor the progress of the project in each LEA, and coordinate the third-party evaluation. Local administrators for career and vocational education (directors and supervisors) in the three LEAs serve as consultants (in-kind) to the project director. Personnel from the Office of Adult and Vocational Education in the Georgia Department of Education are also used as consultants as appropriate.

A Project Coordinator is responsible for the overall coordination of the implementation and demonstration of the EBCE program in the five high schools. The Project Coordinator is responsible for maintaining program integrity, coordinate resource development, coordinate LEA training, and act as a liaison between the LEA EBCE personnel and outside consultants.

Program Design

Pioneer CESA is implementing, demonstrating, evaluating, and diffusing a comprehensive high fidelity version of the Far West Laboratory model of the EBCE program in three Georgia LEAs.

Pioneer CESA is responsible for managing and administering this project and coordinating the implementation, demonstration, evaluation, and diffusion in the three participating systems. Hall County began implementation with three high schools in November, 1976. Gainesville High School and Union County High School are implementing programs in the fall and winter of 1977, respectively.

During the third year of the project, all processes and products resulting from the project will be channeled into the Georgia Facilitator and National Diffusion Networks. Also during the third year, a set of materials and on-site orientation sessions will be provided for a team of individuals from each of the 15 remaining CESAs in the state. These teams will assist in identifying future adapters of the EBCE program.

Program Components

The Experience-Based Career Education Program. The Far West Laboratory (FWL) EBCE model meets the needs of the LEAs in the Pioneer CESA service area. All three participating LEAs offer EBCE to students as an alternative experiential program based on individualized career and educational needs and goals. Faculty members have been identified as Learning Coordinators in each of the five high schools. Students who enroll in EBCE earn high school credit in academic subject areas through individualized experiential learning activities called projects. Completion of these projects require the aid of one or more community resources as well as the use of instructional materials from the Learning Center. Students may enter and exit the program at the beginning of each quarter throughout the school year. As many as 30 quarter hours of credit may be earned during each quarter.

Third-Party Objective Evaluation. Northwest Regional Educational Laboratory (NWREL) has been identified as the third-party objective evaluator of this project. Validated instruments developed and/or used by the FWL or NWREL were used to assess, evaluate, and measure process and student outcomes. NWREL has and will provide feedback of program operations and outcomes to project staff, participating LEAs, community resources, parents, and the general public.

Unique Features

As an intermediate agency, Pioneer CESA is able to provide supplementary assistance in the area of instruction, career development, counseling, and administration not normally available to a single LEA. In addition, as a part of the Georgia Facilitator and the National Diffusion Networks, Pioneer CESA will have the capability to train second-generation adapters in all intermediate regional service areas in Georgia and in LEAs throughout the Southeastern United States.

Events and Activities

Workshop on Sex Equality in Education and Employment

On January 26 and 27, 1977, the Pioneer CESA EBCE project, in cooperation with the University of Georgia, hosted an awareness workshop that addressed the issues of sex bias and sex-role stereotyping in education and employment (see Appendix G for an agenda). The overall purpose of the workshop was to explore issues and practices involved in providing information concerning equality in education and employment opportunities. The immediate goals of the workshop were:

1. Laundry list of coping behaviors that males and females can use to get along;
2. Greater awareness of minority needs (women);
3. Clarification of the changing roles of men and women;
4. Information gaining;
5. Information sharing from all participants regardless of their perspective;
6. Get to know one another's names and have an enjoyable time during the conference.

The long-range goals of the workshop were:

1. Total "equality with individuality";
2. Give students skills for decision-making into our curriculum;
3. Open communication lines among those of us who will work together.

The workshop was structured to meet the needs and interests of three target populations: 1) local community leaders and professionals; 2) local school system personnel; and 3) Experience-Based Career Education staff (including Pioneer CESA staff). Time during the workshop was devoted to each of the populations in the following manner:

1. 25% time to all three groups;
2. 25% time to local school system staff and EBCE staff members;
3. 15% time to EBCE staff alone.

Five members of the Curriculum Review Team were involved in the workshop for both days. The purpose of this Team is to assist in developing guidelines for reviewing curriculum and instructional materials, guidance and counseling practices, and evaluating instruments. Two of the members (Mrs. Helen Greear and Ms. Kathie Hinz) served as role models for one of the sessions. A formal meeting of the Curriculum Review Team had been scheduled to follow the workshop. This meeting had to be cancelled due to inclement weather.

Development of Program Materials

Following the format of FWL's Handbook for Resource Persons, the EBCE Resource Analyst developed A Handbook for EBCE Community Resources which is distributed to all participating resource people (RP). It outlines the responsibilities of students, LCs, and RPs in relation to resource utilization as well as gives an overview of program components.

To supplement training of LCs and RAs, a Student Walk-Through was developed by the Program Coordinator similar to the one used by FWL in their orientation training sessions. The Walk-Through follows an actual EBCE student and his experiences in the program for one quarter by utilizing student forms that illustrate the development of a community-based project. In addition, introductory background information and a current update on the student are also provided.

Development of Survival Skills

In their March 26, 1977 in-service, the LCs expressed a need for more structured activities in basic and life skills. As a result, the EBCE project staff has developed 24 individualized learning units that are based on NWREL's 13 competencies but are in a format similar to the FWL project approach to curriculum.

These survival skills are grouped in three categories--basic skills, life skills, and employability skills. Each EBCE student must complete a pre-specified number of these units to attain credit in a course entitled "An Orientation to EBCE" which is an elective high school course. All three participating systems have agreed to include this course in their curriclum. Students may acquire as many as 15 hours in these courses in three quarters. (See Appendix H for list of titles and examples of Survival Skills.)

All Survival Skill units are under field test and will be revised, printed, and distributed during the summer, 1978.

Development of a Career Guidance Component

The LCs also expressed a need for student self-assessment instruments to aid in selection of resources to explore and increase self awareness with regard to abilities, attitudes, and values. The Program Coordinator in response to the LC need is in the process of developing and implementing a career guidance component modeled after portions of the Appalachia Educational Laboratory's EBCE Guidance Program.

It is projected that this system for self-assessment and evaluation of community experiences will greatly enhance a student's ability to make sound career decisions. In order to facilitate the implementation of this system and to provide individual and group guidance and counseling to students, project funds were set aside to create a new staff position with the functions of a career guidance and counseling specialist.

CHAPTER IV. PROBLEMS

Change in Scope of Work

During this reporting period a change was made in Process Objectives 1.15-1.19. This change concerned the Union County-Pioneer CESA agreement to begin EBCE operations winter quarter rather than fall quarter as outlined in the original proposal (pages 53 and 54). This has given the Union County Learning Coordinator and Resource Analyst ample time for resource development, student recruitment, parent and faculty orientation, and pre-planning. This request for change was submitted to the Region IV Program Officer and approved in May, 1977. (See Appendix A for revised Objectives and approval for change.)

Policy Advisory Committee

Thirteen persons representing business, labor, industry, government and the profession initially agreed to serve on the EBCE Policy Advisory Committee (PAC). The first meeting was held November 11, 1976 and seven members attended. At this meeting the PAC recommended the addition of at least one student and one parent to the committee.

The next meeting was held April 18, 1977 and each Hall County EBCE program insisted that one student and one parent attend. The meeting was attended by six members and as a result PAC officers could not be elected. A third meeting was held May 23, 1977 and only three members attended. Again, officers were not elected and progress was not made to encourage active involvement.

As a result of the April meeting, EBCE staff decided to review the list of members (add and delete) and hold the next meeting early morning rather than late afternoon. The next meeting is scheduled for November 10, 1977 at the Holiday Inn in Gainesville (See Appendix B for a revised list of members.)

Facilities

Each school provided a separate room to be used as a Learning Center for the EBCE program. Due to a lack of classrooms, the three Hall County high schools provided the LC with meeting and storage rooms. Two were in the immediate library area and the third within 150 feet of the library. Each ranged in size from 12 x 20 feet to 20 x 30 feet. At Gainesville High School, the LC was provided a 40 x 50 foot classroom located in the vocational wing (on the opposide of the building from the library). Union County was able to purchase a portable classroom; however, the EBCE program is only able to use half of the space (a space of 12 x 30 feet).

Each of the five EBCE facilities is equipped with tables and chairs, a desk, telephone, and file cabinets. Only Gainesville has a separate LC office in the Learning Center, but it is shared with the Distributive Education teacher next door. Only North Hall has study carrels, but not separate from the LC-student conference space, the Advisory Group meeting space, or the telephone conversation space.

In order to alleviate the problem of lack of space, the Program Director met with each principal to discuss possible solutions. In short, they concluded:

a. Students would have free and easy access to the library and its meeting rooms (each school has several adjoining the library);
b. Empty classrooms throughout the day may be used for large group meetings. A schedule would be provided to the LC of the time and days classrooms are empty. (No classrooms were empty all the time.);
c. Principals would make this problem top priority on the "needed space" list and would provide adequate space for EBCE as it became available.

Other

Three smaller problems and departures from original timing included: a) Hall County closing schools for nine days due to snow, ice, and gas shortages which forced the cancellation of spring holidays and moved spring quarter start-up from March 9 to March 21, 1977; b) the need to shift the workshop on Sex Equality in Education and Employment from November 24 and 25, 1976 to January 26 and 27, 1977, due to the short period of time between the final project approval and the proposed workshop schedule; and c) not being able to find a half-time para-professional for employment at East Hall until January, 1977. None of these delays impeded the progress of the EBCE program.

CHAPTER V. PUBLICITY

Newspaper Articles, Newsletters, and Brochure

The Times (the Gainesville daily newspaper) the CESA Log, and high school newspapers have given EBCE adequate coverage during this reporting period.

Rodney Floyd, a North Hall EBCE student, produced a newsletter for a project spring quarter, 1977. It was printed and distributed to a variety of audiences.

The EBCE Program Coordinator developed a brochure in April, 1977 explaining EBCE to a wide audience. It has proved useful in student recruitment, resource development, parent orientation, and general dissemination. (See Appendix I for copies of all the above.)

Visitors

Pioneer CESA EBCE entertained a number of visitors during this reporting period including vocational administrators, central office staff, State Department of Education staff, Georgia Advisory Council for Career Education members, teachers, U.S.O.E. staff, community leaders and resource people. (See Appendix I for a list of these visitors.)

CHAPTER VI. DISSEMINATION ACTIVITIES

Presentations

The Project Director presented the EBCE program to the Teacher Education and Staff Development Component of the Georgia Advisory Council for Career Education at Clayton Junior College, Jonesboro, Georgia, on October 25, 1976.

The Project Director made a presentation on resource recruitment and analysis to the combined faculties of the Hart County elementary schools on November 19, 1976.

The Project Director presented the EBCE program to the combined faculties of Hart County Junior and Senior High Schools on November 22, 1976.

The Project Director presented the EBCE program to the vocational teachers, central office staff, and principals of Franklin County Schools on November 23, 1976.

The Project Director and Project Coordinator attended the EBCE National Networking Conference in San Francisco, California, January 31 through February 1, 1977. As a result, both the Director and Coordinator will participate as members of task forces to develop a national EBCE network.

The Project Director was invited to attend the Region VI Career Education Project Conference sponsored by the NSBA and AASA on January 21-23, 1977 in New Orleans, La. During the afternoon session on January 22, the Project Director presented the Pioneer CESA EBCE project to the Georgia State Caucus. In attendance at this meeting were school board members, superintendents, State Department of Education officials and school administrators.

The Project Coordinator and Resource Analyst presented the EBCE program to school administrators representing the 188 school systems in Georgia on February 24, 1977, at Macon Junior College, Macon, Ga. The presentation was made as part of the Conference on Competency-Based Education directed by the Georgia Department of Education.

The Project Coordinator, Sue Chandler, and Resource Analyst, Dean Adkins, presented the program to fifteen teachers, curriculum directors, and principals from three CESA areas (Central Savannah River, Northeast Georgia, and Pioneer) May 5-6, 1977, in Atlanta. The conference, "Education Exchange," was sponsored by those three CESA's involved in the NIE's R & D Product Utilization Project. Representatives from exemplary programs in math, reading, and career education were invited from various states to make presentations. (See Appendix J for agenda.)

The Service Learning Resource Center at the University of Kentucky invited the Project Coordinator to make a presentation at their workshop, May 13-14, 1977 in Atlanta. Staff members from service and community-based programs were invited to attend. (See Appendix J for agenda.)

Ron Fritchley, Program Director, presented EBCE to CESA Vocational Directors and State Department of Education personnel at the state-wide CESA Conference at Lake Jackson, Georgia, May 12-13, 1977. (See Appendix J for agenda.)

Learning Coordinators, Betty Childs, Nancy Royal, and Dolly Rosato, made a series of presentations at the annual PECE Career Week sponsored by Hall County PECE coordinators. Over 200 Hall County seventh and eighth graders participated.

Ron Fritchley, Program Director, presented EBCE to Region IV, Part D Project Directors on September 7, 1977 in Atlanta. The conference was sponsored by the Region IV U.S.O.E.

At a Sex Bias and Stereotyping Conference in Atlanta on September 22 and 23, 1977, Ron Fritchley, Program Director, presented Pioneer CESA's approach to elimination of sex bias and sex-role stereotyping in all phases of EBCE program activities. The target audience for this conference was Region IV U.S.O.E. staff, Region IV state directors of vocational education, state Title IX staff, EOE personnel, and vocational personnel from institutions of higher learning.

Publications

A Handbook for EBCE Community Resources was published to explain EBCE concepts to participating resources. It has been disseminated to all resource people and Policy Advisory Committee members and Region IV Part D Vocational Directors.

Proceedings: Pioneer CESA's Workshop on Sex Equality in Education and Employment has been disseminated to all EBCE projects, U.S.O.E. Regional Officers, the four R & D Labs that developed the EBCE programs, NIE, Title IX and Equal Opportunity Units in all 50 states, representatives from 140 Georgia school systems, and all vocational education staff in the Georgia Department of Education.

A brochure explaining EBCE has been distributed to all LEA faculty members and counselors, present and potential students, resource people, PAC members, and to various participants at presentations. In addition, all 188 Georgia school systems have received copies of this brochure. (See Appendix I for copy of brochure.)

An EBCE Student Walk-Through, developed for training purposes, was disseminated at the Education Exchange Workshop in Atlanta on May 5-6, 1977, and at the state-wide CESA conference at Lake Jackson, Georgia, on May 12-13, 1977.

A newsletter, developed by a North Hall EBCE student was distributed to all resource people as well as to the students at East Hall and Johnson High Schools. The FWL and NWREL also received copies of this newsletter. (See Appendix I for copy.)

CHAPTER VII. DATA COLLECTION AND EVALUATION

Plan

During the first quarter, Pioneer CESA and the Northwest Regional Educational Laboratory (NWREL), Portland, Oregon, reached an agreement on the evaluation plan and subsequent activities for the first project year. The finalized evaluation plan is exhibited in the first Quarterly Report, January 17, 1977.

From November 15-17, 1976, a representative of NWREL visited the Pioneer CESA EBCE site to become familiar with the three sites and to train the local instrument coders and test administrators. During this time, the NWREL representative visited each Learning Coordinator at her Learning Center, discussed project plans with the Director and Project Coordinator, talked with the Resource Analyst about the availability of resources, and completed all data collection training.

Pretesting in the Pioneer CESA EBCE program began on November 29, 1976 and for 32 of 35 students was completed on November 30, 1976. The remaining three students completed their pretesting by December 3, 1976. All data sheets were coded and forwarded to NWREL for processing by December 7, 1976.

The pretests that were administered to the EBCE students during the first quarter were scored by NWREL. The results of the CTBS (reading, math application, and math computation) and the Student Attitude Questionnaire were provided to the EBCE staff early in January. The Social Adequacy Scale and the FWL Writing Sample results will be provided at a later date.

Dr. Joe Haenn of the NWREL Career Education Evaluation staff visited the EBCE project March 14-18, 1977, and obtained the following file data from each of the three Hall County high schools:

1. Average standardized reading test score for juniors;
2. Average standardized reading test score for seniors;
3. Average standardized mathematics test score for juniors;
4. Average standardized mathematics test score for seniors;
5. Average number of days absent for juniors;
6. Average number of days absent for seniors;
7. Individual standardized reading test scores for EBCE students;
8. Individual standardized mathematics test scores for EBCE students;
9. Individual number of days absent for EBCE students.

In addition, the documentation files of the project were examined and appropriate notes were recorded by Dr. Haenn.

Pretests for new EBCE students were administered on March 21 and 22, 1977 as a part of the New Student Orientation. Ms. Susan Tyson, a NWREL representative, monitored all testing sessions. All data sheets were coded and forwarded to NWREL for processing by April 1, 1977. The results of the CTBS (reading, math application, and math computation), Student Attitude Questionnaire (SAQ), Psychosocial Maturity Scale (PSM) were provided to the EBCE staff in mid-April. The NWREL EBCE Semantic Differential and FWL Writing Sample results were provided at a later date.

In accordance with the approved evaluation plan, all EBCE students completing two quarters of EBCE were post-tested using the same instruments that were used in the pretesting. On May 18 and 19, twenty second-quarter students were post-tested. Again, Ms. Susan Tyson, a NWREL representative, monitored the testing and verified that the post-tests were administered under the same conditions as the pretest. All data sheets were coded and forwarded to NWREL for processing by June 10, 1977.

The Student End-of-Year Questionnaire (SEOYQ) was administered to all students who were presently or formerly enrolled in EBCE during the 1976-77 school. Each student was given a copy of the SEOYQ late in May with verbal instructions to complete this instrument and return it to their respective Learning Coordinators by June 8, 1977. All but three students completed and returned the SEOYQ by June 8. Each instrument was coded and forwarded to NWREL for processing by June 10, 1977.

Dr. Joe Haenn of the NWREL Career Education Evaluation Staff visited the EBCE project May 9-12 and reviewed the documentation files of the project. Appropriate notes were recorded by Dr. Haenn and future evaluation activities were discussed. In addition, the Interim Report, submitted to Pioneer CESA by NWREL, was reviewed by the project staff with input from Dr. Haenn as questions were raised.

The first year on-site evaluation was made on May 26-27, 1977 by Miss Ellen Lyles, Program Officer, U.S.O.E., Region IV. The results of the on-site evluation are contained in Appendix K.

Other Evaluation Activities

Resources

In mid-May a cover letter and an EBCE Resource Opinion Survey were mailed to a total of 83 active community resources. Instructions in the letter indicated that the survey should be completed and returned to Pioneer CESA by June 1, 1977. By June 1, a total of 46 surveys had been returned. These were forwarded to NWREL for processing by June 10, 1977.

Parents

An EBCE Program Parent Opinion Survey and cover letter were also mailed in mid-May. The parents or guardian of each student was asked to respond to the survey and return it to Pioneer CESA by June 1, 1977. A total of 64 surveys were mailed and 29 were completed by June 1 and returned. These were also forwarded to NWREL for processing by June 10, 1977.

EBCE Project Staff

The EBCE Staff Questionnaire was administered to project staff in mid-April. The response sheets were coded as to Learning Coordinator or Administrator and forwarded to NWREL for processing. The Staff Rating Form was administered at the end of the current school year (June 8, 1977). The response sheets were also coded as to Learning Coordinator or Administrator and forwarded to NWREL for processing. The results of both instruments are included in the Final Evaluation Report. This report is contained in its entirety in Appendix L.

CHAPTER VIII. STAFF EMPLOYMENT AND UTILIZATION

Initial Staffing

Staff for Pioneer CESA's EBCE project at start-up November 29, 1976 included:

Director, Mr. Ronald L. Fritchley (50% time-in kind - administration)
Project Coordinator, Carol Sue Chandler (100% time - management)
Resource Analyst, Gwendolyn "Dean" Adkins (100% time - resource development and publicity)

Learning Coordinators:

North Hall, Betty Childs (100% time - curriculum delivery)
East Hall, Dolly Rosato (100% time - curriculum delivery)
Johnson, Nancy Royal (100% time - curriculum delivery)

Para-professionals:

North Hall, Hilda Lee (50% time - clerical aid)
Johnson, Joanne Evans (50% time - clerical aid)
Project Secretary, Ann Stamey (100% time - secretarial)

On January 17, 1977, a para-professional was hired at East Hall, Linda Cape (50% time - clerical aid).

Changes and Additions

The project secretary resinged and was replaced March 14, 1977, by Vicki Chambers.

On March 18, 1977, Ms. Terry Edmonds verbally agreed to take the position of Learning Coordinator at Gainesville High School for fall quarter, 1977. She signed her contract on March 21, 1977.

On April 27, 1977, Ms. Judy Bardenwerper verbally agreed to take the position of Learning Coordinator at Union County High School for winter quarter, 1977. She signed her contract July 11, 1977. Both Terry and Judy began work July 1, 1977.

The change in personnel occurred at Johnson High School when Nancy Royal, Learning Coordinator, resigned her position to teach in the classroom. She was replaced by Allen Rhinehart, a guidance counselor and former coach and classroom teacher. Mr. Rhinehart was oriented to EBCE, involved in recruitment for fall quarter and was trained with Terry Edmonds (Gainesville High School) and Judy Bardenwerper (Union County High School) in July. On April 13, 1977, he signed a contract for the 1977-78 school year.

Para-professionals for Hall County schools for 1977-78 are:

Judy Beard, North Hall
Polly Henderson, Johnson
Ann Pitts, East Hall

Gainesville City administration decided against providing EBCE a para-professional this quarter.

A half-time Resource Analyst, Debra Collins was hired September 1, 1977 and was trained September 7, 1977 by Dean Adkins. Ms. Collins resigned after one week and was replaced by Renee Collins, September 26, 1977.

During the second year of operations, EBCE will hire a Career Guidance and Counseling Specialist whose duties will consist of: a) Individual and group counseling; b) Directing in-service activities for counselors, teachers, and EBCE staff; c) Testing and student assessment; and d) Technical writing. In addition, a para-professional will be hired for the Union County EBCE program when implementation begins on November 15, 1977.

CHAPTER IX: STAFF DEVELOPMENT

Initial Training - Hall County and Pioneer CESA Staff

Pre-Ops I

Staff development activities for this reporting period began with two sessions (five days each) with two FWL consultants who worked with EBCE staff at the Pioneer CESA site. The first five day session was held from October 11-15, 1976 (see Appendix F for an agenda) and focused on orienting the staff to the FWL - EBCE model, provided training in resource development and student project planning, and assisted the staff in planning the design and implementation of the program. The first week's session included six key training activities.

What's Worth Knowing? The staff was asked to brainstorm their responses to the question "What should a high school graduate know or know how to do?" They were then asked to prioritize their responses. Finally they discussed effective ways of learning those knowledges or skills they identified as "essential." The results of this activity was (1) a list of educational goals almost identical to the common goals of EBCE--focusing on career development, life skills, and basic skills, (2) identification of areas of consensus and difference among staff members on the educational values discussed, and (3) recognition of the importance of the experiential ingredient in learning problem-solving, decision-making, interpersonal or other life skills, in learning about oneself and about careers, and in learning to apply basic skills in practical situations.

Program Overview. The key characteristics and elements of the FWL-EBCE model were described and discussed so that the staff acquired the "big picture" and terminology needed to participate in other activities.

Student Program Walk-Through. Using a hypothetical student and examples of program forms, the process of student program planning, project planning, progress monitoring and credit assignment were illustrated and discussed.

Resource Development. This activity was designed to prepare the entire staff to recruit and develop resources for the intial resource pool.

1. Preparation. A simulated resource development interview was held with a FWL consultant role playing a resource and staff member conducting the interview. The staff member explained the program and tried to identify what a student might do and learn while working with the resource person. The entire group was then asked to outline suggested learning activities for a "Resource Guide" and to critique the interview.

The activity helped the staff grasp what they needed to know in order to answer the questions of a potential resource, and to understand the kinds of information they need to obtain to produce adequate Guides on resources for student and staff use.

2. Practice. Four appointments with potential resources in the local community were arranged by the EBCE staff before the consultants arrived. A FWL consultant lead the first interview, observed by four of the EBCE staff. The trainees then wrote Resource Guides based on the interview and both interview and Guides were critiqued. In the next interview, a staff member lead, observed by a FWL consultant and three staff members. Again Guides were written and both the Guides and interviews were critiqued. As a result of the Resource Development training activity, staff members actually began developing their resource pool, became confident in their ability to meet and deal with the business community, and learned to write interesting and realistic Resource Guides.

Project Planning. Each staff member was asked to plan a project he or she would be interested in pursuing, using the appropriate Project Planning Package as a reference. Trainers acted as LCs illustrating that role. Some of the facilitative behaviors of LCs were then discussed in a group session and the Project Plans were critiqued by the group. Since projects and packages are the key mechanisms for planning, organizing, monitoring and evaluating student experiences and learning, the staff needed a good grasp of these elements of the model as early as possible.

Program Implementation Planning. The two FWL consultants held a session where the project staff outlined the program implementation plan for the next two months. This included what the program was to look like, what was needed to begin operation, who will do what by what deadlines.

Pre-Ops II

The second five days of staff development was held from November 8-12, 1976 (see Appendix F for an agenda). The two FWL consultants reviewed the program plans and progress, and planned an agenda with the staff based on the staff's problems and needs. This week was less standardized and more individualized than the first staff development session. As a result numerous individual sessions were held.

The following group activities were used for the staff to practice EBCE processes and confirm their knowledge and understanding of the program:

Student Program Program Planning. Using a hypothetical student, the FWL consultants lead the group through the process of developing a student's long-term plan and quarter program. The staff was asked to complete a Long Term, a Physical Education Plan, Overview of the Student's Program, and a Weekly Activity Schedule.

Credit Assignment and Use of Packages. Using several Project Plans completed by students in other programs, the consultants and each EBCE staff member assessed the plans by using the appropriate project planning package goals, goal checklists, and the Project Checklists. The results were compared and discussed in terms of program criteria for acceptable projects and how these criteria should be applied.

Follow-up TAT--Hall County and Pioneer CESA EBCE Staff

Follow-up TAT was held January 17-20, 1977. Mr. Peterson met with each Learning Coordinator for a day to discuss program and student progress, and to answer any questions that arose in implementation up to that point. The Project Director, Coordinator, and Resource Analyst also met with the consultant to discuss administrative and community concerns.

The second trip, March 14-18, 1977, provided Learning Coordinators an opportunity to sum up the quarter's activities with the consultant. The students, at this time, were making final project presentations. Mr. Peterson provided valuable input to the student and Learning Coordinator concerning project evaluation and progress monitoring. Mr. Peterson met with the Resource Analyst and Project Coordinator to discuss community utilization and indexing Resource Guides. A total staff meeting was held Thursday, March 17, to sum of the week's and the quarter's activities (see Appendix F for agendas).

In-Service--Hall County LCs

The Program Coordinator and Resource Analyst directed a Learning Coordinator in-service March 26, 1977. Dolly Rosato, Betty Childs, and Nancy Royal participated in the in-service which followed the following agenda: a) Introductory values clarification exercises; b) Identification of competencies to cover basic and life skills development; c) Discussion of LC/RP contact; d) Discussion of self-career exploration activities; e) Summary and evaluation of the in-service (see Appendix F for agenda).

The participants responses to what should be discussed and worked on at the next in-service meeting included: a) An indexing system for community resources; b) Preparation of materials for survival skills and for assessing student interests; c) Planning resource orientation meeting.

All were in agreement that the in-service was useful and additional workshops should be planned.

Pre-Ops I--Gainesville High School

During the week of May 17-20, 1977 Paul Peterson, FWL Consultant, began the training for Terry Edmonds (Learning Coordinator for Gainesville). Sue Chandler and Dean Adkins were given the opportunity to train Ms. Edmonds in resource analysis, project planning, and program implementation (see Appendix P for agenda). Mr. Peterson evaluated and critiqued the trainers on style and knowledge of program elements and commented positively on their ability.

Project Staff--Castro Valley

For the purpose of dissemination, Sue Chandler, Project Coordinator and Dean Adkins, Resource Analyst were trained as FWL EBCE trainers in Castro Valley, California the week of June 20-24, 1977.

They participated in a Pre-Ops II training session with FWL Consultant, Paul Peterson, and the four Learning Coordinators and Resource Analyst in Castro Valley. Sessions included resource analysis, writing Resource Guides, credit assignment, planning space and facilities, student orientation, student assessments, and project planning. (See Appendix F for agenda.)

Pre-Ops I--Johnson and Union County High Schools

The week of July 11-July 15, two new Learning Coordinators, Judy Bardenwerper from Union County and Allen Rhinehart from Johnson High School participated in EBCE project training conducted by Sue Chandler and Dean Adkins. (See Appendix F for agenda.) The five day session focused on orienting the LCs to the FWL-EBCE model, provided training in resource development, planning student projects, assisting the LCs in planning the design and implementation of their program.

Pre-Ops II and Follow-up Tat
Gainesville, Johnson and Union County High Schools

A Pre-Ops II session for LCs Allen Rhinehart and Terry Edmonds was held at Pioneer CESA July 25 through July 28, 1977 (see Appendix F for agenda). This session was designed to train LCs in developing long term plans, assigning credit for projects, using package goals, goals checklists and project checklists, conducting advisory group meetings, and use of forms. This session was more individualized and less structured than the first TAT session and was designed to assist the LCs to set up their Learning Centers at Johnson and Gainesville High Schools.

Judy Bardenwerper was not able to attend this session because of a death in her family but did receive Pre-Ops II the week of August 15 through August 19, 1977. The same agenda was used for this session as was used in the July 25-28 session.

The three new LCs all received follow-up technical assistance between the time of Pre Ops II and the time school began for fall quarter, 1977. These sessions were aimed at clarifying and reinforcing the concepts that were covered in Pre-Ops I and II.

In-Service--Learning Coordinators

For two weeks during the summer of 1977, LCs Betty Childs and Dolly Rosato participated in staff development sessions with Sue Chandler and Dean Adkins. These two sessions were held the weeks of July 18-22 and August 8-12, 1977.

During the first week the LCs and staff worked on survival skills and individualized learning packages for EBCE students. These packages included basic skills, life skills, and employability skills. The week of August 8-12, the LCs and staff worked on the revision of EBCE forms.

TAT Union County Resource Analyst

Renee Collins, Union County Resource Analyst was trained on September 26-28, at Pioneer CESA offices. The focus of this training was on the history of EBCE, program overview, and resource development (See Appendix F for agenda). On September 29, Dean Adkins, Resource Analyst, provided follow-up assistance to Ms. Collins. During this time they recruited and analyzed three resources in Union County and developed Guides on these resources.

Other

The Project Director and Coordinator attended the National Conference on Education and Work in San Francisco, California, February 2-4, 1977. The conference (sponsored by the National Institute of Education and directed by Ohio State University) provided various presentations to generate awareness in topics related to education and the world of work.

The Project Coordinator attended the American Personnel and Guidance Association's annual convention in Dallas, Texas, March 6-9, 1977. The series of sessions, "Advocates for Human Ecology," provided Miss Chandler with materials on and an awareness of innovations in career guidance.

No in-service meetings were planned for this reporting period. However at each LEA with an EBCE program all faculty members, counselors, principals and department heads received an orientation to the EBCE program. Sue Chandler oriented the Gainesville City Board of Education in August, 1977.

CHAPTER X. CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this project during the first project year was to implement the NIE's EBCE program in the three Hall County high schools and to prepare for second year (school year) implementation of the program in the Gainesville City and Union County High Schools. This project year was funded beginning September 9, 1976 and ended September 30, 1977.

The results of the project during the first year of funding have included: a) Training of all EBCE staff members (both school and Pioneer CESA personnel) in the FWL model of EBCE; b) Orientation of school personnel, students, parents, and community resources; c) Implementation and operation of the FWL version of EBCE in the three Hall County high schools; d) Initial implementation of the FWL version of EBCE in the Gainesville High School (fall, 1977); and e) Preparation for implementation of the FWL version of EBCE in Union County High School (projected start-up is November 15, 1977).

Conclusion

This interim report has reviewed an entire year's work that involved the implementation and demonstration of the NIE's EBCE program through a consortium effort. This effort having been the working agreement between Pioneer Cooperative Educational Service Agency and three local school systems (Hall County, Union County, and Gainesville City School Systems). The coordination and management of such an effort has presented the Project Director and Coordinator with many new as well as complex challenges. In the writer's judgement perhaps the most significant outcome of this first year of operations has been the establishment of a total program management system that allows the Pioneer CESA EBCE management team to supervise, coordinate and recommend program adjustments without usurping the authority of the local school administrators. This consortium arrangement has proven to be an effective means of implementing a proven innovative educational practice as the utilization of available resources and the resulting benefits can be maximized by involving more students, school personnel, parents and community resources than under a single school system implementation plan. In addition, functional communication linkages within each school system and between the three participating school systems have been established and heavily utilized. These factors in turn appear to have a very positive effect on student outcomes and acceptance of the program as well as parent and community support of the program.

Student Outcomes and Acceptance

Although this first project year was considered a pilot year in terms of student evaluation, student growth was documented in the areas of career development, basic skill development, life skills, and general attitudes toward learning, school, self, and adults. Coupled with these basic findings was the general feeling of students that the EBCE program assisted them in learning about careers, gave them the opportunity to progress at their own rate, and provided the opportunity for more general learning than the regular high school curriculum.

Overall, students felt that the quality of the EBCE program was excellent, and they would choose to enter the EBCE program again.

Parent and Community Support

Responses from both parents and community resources indicated that both groups felt that the EBCE concept was better for the student, better liked by the student, and better motivated the student than previous school experiences. In addition, the vast majority of the community resources indicated that they wanted to continue in the program and would recommend the program to other potential community resources.

The parents of EBCE students stated that their children talked more with them about the EBCE program than about regular school classes. Also parents wanted more information about the progress of their child than has been customary in regular high school programs. In all instances, parents indicated that they would allow their child to enroll in EBCE if given the opportunity again.

Recommendations

The Pioneer CESA EBCE staff have identified a number of areas that need additional attention throughout the next project year. In assessing the priorities of each area, the staff have selected three that are most critical at this time. These three areas deal with: a) Student needs; b) community involvement; and c) State involvement in the program. Each of these areas has ramifications for immediate and future EBCE success in the three participating school systems as well as for future adoptors/adaptors.

Student Needs

Throughout the first project year, emphasis was placed on individualized student plans through the use of community-based projects. Additional emphasis needs to be placed on the increased utilization of: a) Tutorials for students needing remedial as well as accelerated assistance; b) Non-EBCE faculty advisors for assistance in developing and carrying out a community-based project; and c) School counselors in individual, small group and large group counseling sessions as well as in the total career planning process.

The survival skill units mentioned earlier in this report as well as the career guidance component need to be put in their final format and totally integrated into the curriculum process utilized with each student.

Community Involvement

Although parent and community resource support have been quite substantial, the bulk of the community is not aware of the total EBCE program. A concerted effort should be made to:

a. Utilize the Policy Advisory Committee as a community information dissemination body as well as for policy input;
b. Utilize civic, social, and fraternal organizations as a means of community information dissemination;
c. Provide news releases to the local media on a regular basis;
d. Obtain an endorsement from the local chamber of commerce.

Since the success of the EBCE program is vitally dependent upon community acceptance and involvement, it becomes increasingly important to establish a sound community information dissemination system.

State Involvement

Currently two high-ranking members of the Georgia Department of Education are members of the Policy Advisory Committee. One member represents the Office of Adult and Vocational Education and the other member represents Pupil Personnel Services. At least one additional member from the Division of Competency-Based Education will be added to this body in the near future. A total effort should be made to provide these three members with information and plans for the incorporation of EBCE into the existing state education plan. This should include the rationale for including an experiential program, types of professional staff required, budgetary considerations, and provision for pre-service and in-service teacher training.

Arnold
Project Director

11-15-77
Date

Appendix A

Change in Scope of Work

MAY 9 1977

"Serving Area 3"

PIONEER COOPERATIVE EDUCATIONAL SERVICE AGENCY

P. O. BOX 548 / CLEVELAND, GEORGIA 30528 / PHONE (404) 865-2141

May 5, 1977

Ms. Ellen Lyles, Program Officer
Occupational and Adult Education
Department of Health, Education and Welfare
Office of Education
Room 555
50 - Seventh Street, N.E.
Atlanta, Georgia 30323

Re: Project No.: 502AH60016
Grant No.: G04-76-03001

Dear Ms. Lyles:

I would like to request a slight change in the scope of work for the Pioneer CESA Part D EBCE Demonstration Project. One of the participating LEA's, Union County, has had a recent major change in administration. In January of this year, a new superintendent took office, and at the same time a new high school principal was appointed. Both individuals are very supportive of the EBCE concept and look forward to participating in the program. However, both administrators would like to postpone implementation of their program component until the winter quarter of the 1977-78 school year. This would provide both administrators ample time to adjust to their new positions and would also allow their Learning Coordinator and Resource Analyst one full quarter (fall quarter) for student orientation and recruitment, resource site recruitment and development, and learning center preparation. Since the community involved is very small (Blairsville - population 500; Union County - population 7900), it is extremely critical that a well organized implementation plan be developed and utilized.

The process objectives that are affected by this request are: 1.15; 1.17; 1.18; and 1.19. The attached list of process objectives illustrates more graphically the modified work plan.

The Gainesville City High School implementation will continue as planned as will the summer training for all new personnel, including Union County.

Should you have any questions with regard to this request, please feel free to contact me at any time.

Sincerely,

Ronald L Fritchley

Ronald L. Fritchley
Director, Instructional Services

☑ APPROVED ☐ DENIED

CONTRACTING/GRANTS OFFICER

DATE: 5-26-77

RLF:vc

Enclosures

Process Objectives	Activities Performed by	Target Group	Criteria
1.15 Non-EBCE faculty members oriented at Gainesville High School by 4/1/77	Project Director & Project Coordinator	Faculty Administration & Support of Gainesville City High School	Presentation and discussions held at Gainesville High School.
1.15A Non-EBCE faculty members oriented at Union County High School by 10/1/77	Project Director & Project Coordinator	Faculty Administration & Support of Union County High School	Presentation and discussions held at Union County High School.
1.16 Union County and Gainesville High School EBCE staff identified by 4/8/77	Project Director	Union County & Gainesville City EBCE Staff	Written commitments from prospective staff on file
1.17 EBCE students for four high schools for fall, 1977 programs by 4/15/77	Project Staff & School Counselors	10th & 11th grade students from four EBCE sites	Thirty students randomly chosen from volunteers at Gainesville City High School. Replacement students for three operating EBCE sites. Comparison group established for each program from non-volunteer student body. Plan for replacement of drop-outs developed.
1.17A EBCE students selected for Union County High School for winter quarter, 1977 by 11/15/77	Project Staff & School Counselors	11th & 12th grade students from Union County High School	Thirty students randomly chosen from volunteers at Union County High School. Comparison group established from non-volunteer student body. Plan for replacement of drop-outs developed.
1.18 Sufficient employer/community resources developed by 8/19/77 to provide community experiences for Gainesville City High School EBCE students	Resource Analyst (2) with assistance from the Project staff	Employer/Community Resource Personnel & Site	Verbal or written agreement to participate [illegible] from [illegible] sources. Resources represent professional, [illegible], skilled, and semi-skilled occ[illegible], [illegible] resources in each category.

I. [illegible]tation

Process Objectives	Related Activities Performed by	Target Group	Criteria
1.18A Sufficient employer/community resources developed by 12/1/77 to provide community experiences for Union County High School EBCE students	Resource Analyst (2) with assistance from Project staff	Employer/Community Resource Personnel & Sites	Verbal or written agreement to participate obtained from 30 resources. Resources represent professional, technical, skilled, and semi-skilled occupations, a minimum of 4 resources in each category.
1.19 EBCE programs begin fall quarter at four high schools by 9/1/77.	Project staff	EBCE students	At least 20 students enrolled in EBCE at each site.
1.19A EBCE program begins winter quarter at Union County High School by 12/10/77	Project staff	EBCE students	At least 20 students enrolled in EBCE at Union County High School.
1.20 The mean weekly learning activity of 75% of EBCE students will meet (or exceed) the program student of 25 hours by 10/1/77	Project staff	EBCE students	Records of student activity maintained by Learning Coordinator.
1.21 The mean weekly community activity of 75% of EBCE students will meet (or exceed) the program student of 7.5 hours by 10/1/77.	Project staff	EBCE students	Records of student activity maintained by Learning Coordinator.

Appendix B

Policy Advisory Committee

PIONEER CESA's EBCE
POLICY ADVISORY COMMITTEE
November, 1976

Ms. Peggy Patton	Operations Supervisor Social Security Administration Gainesville, Georgia
Mr. B. C. Jarrard	Personnel Manager New Holland Mills Gainesville, Georgia
Dr. Hugh M. Mills, Jr.	President Gainesville Junior College Gainesville, Georgia
Mrs. Evelyn C. Waugh	Director of Nursing Education Hall School Nursing Gainesville, Georgia
Mr. J. Carlyle Cox	Executive Director Community Development Department Gainesville, Georgia
Dean John E. Sites	Dean of the College Brenau College Gainesville, Georgia
Mr. Joe Allen	Wage and Hour Division U. S. Department of Labor Gainesville, Georgia
Mr. Abit Massey	Executive Director Georgia Poultry Federation Gainesville, Georgia
Dr. Robert Jennings, D.D.S.	Dentist Gainesville, Georgia
Mr. Sonny Freeman	Contractor Blairsville, Georgia
Mr. Robert W. Jones	Jones Insurance Agency Blairsville, Georgia
Mr. Ben Carr	Attorney Blairsville, Georgia
Mr. Billy Decker	Vice President Union County Bank Blairsville, Georgia

At least one student and one parent will be added in the near future.

Tentative Agenda

EBCE Policy Advisory
Committee Meeting
November 11, 1976

I. Welcome and Introductions

II. History of EBCE

III. Orientation to Pioneer CESA's EBCE Project

IV. Student Objectives

V. Summary and Adjournment

EBCE POLICY ADVISORY COMMITTEE MEETING

April 18, 1977

I. Welcome and Introductions

II. Brief History of EBCE and Progress of EBCE

III. Clarifications of Advisory Committee Roles

IV. Election of Officers

V. Summary and Adjournment

EBCE POLICY ADVISORY COMMITTEE MEETING

May 23, 1977

I. Welcome

II. Update on EBCE Program

III. Learning Coordinators' Involvement with Resources

IV. Explanation of New Materials - Resource Person Guide, EBCE Brochure

V. Election of Officers

VI. Summary and Adjournment

PAC MEETINGS

In Attendance (4-18-77):

- Dr. Hugh Mills, Jr.
- Dean John Sites
- Peggy Patton
- Herbie Wilson
- Nancy Fuchs
- Joy Lovell
- Nancy Royal
- Betty Childs
- Dolly Rosato
- Sue Chandler
- Ron Fritchley
- Dean Adkins

In Attendance (5-23-77):

- Peggy Patton
- Nancy Fuchs
- Joy Lovell
- Dolly Rosato
- Betty Childs
- Ron Fritchley
- Dean Adkins

POLICY ADVISORY
COMMITTEE MEMBERS
November, 1977

Mrs. Peggy Patton
Social Security Admin.
425 Bradford St.
Gainesville, GA 30501

Dr. Hugh M. Mills, Jr.
President
Gainesville Jr. College
Gainesville, GA 30501

Mrs. Mildred Ables
Director of Nursing
Hall School of Nursing
Gainesville, GA 30501

Mr. J. Carlyle Cox
Executive Director
Community Development Dept.
430 Prior St.
Gainesville, GA 30501

Dean John E. Sites
Brenau College
Gainesville, GA 30501

Mr. Joe Allen
Wage and Hour Division
U.S. Dept. of Labor
Gainesville, GA 30501

Mrs. Nancy Fuchs
Gainesville Jr. High
715 Woods Mill Rd.
Gainesville, GA 30501

Mrs. Betty Wylie
4142 Quarry St.
Gainesville, GA 30501

Mrs. Harriett Dewberry
448 Woodland Drive
Gainesville, GA 30501

Mr. Grant Umberger
Hidden Harbor Road
Gainesville, GA 30501

Joe T. Wood, Jr.
Turner, Wood, Smith
Insurance Agency
302 Bradford St.
Gainesville, GA 30501

Harold Anderson
Training Administrator
Chicopee Mfg. Co.
Gainesville, GA 30501

Jackie Sosby
The Times
P.O.Box 838
Gainesville, GA 30501

Eula Pierce
Personnel Director
First National Bank
111 Green St., S.E.
Gainesville, GA 30501

Mrs. Mary Harville
Department of Education
Office of Adult Education
State Office Bldg.
Atlanta, GA 30334

Ms. Judy Giles
Coordinator of Student
Personnel Services
Lanier Tech
Gainesville, GA 30501

Dr. Fred Otte
Assistant Professor
Vocational and Career Dev.
Georgia State University
Atlanta, GA 30303

Dr. Ron Harper
Div. of Vocational Ed.
University of Georgia
Aderhold Hall
Athens, GA 30602

Dr. Paul Vail, Coordinator
Counseling and Testing Serv.
Ga. Dept. of Education
Education Annex
Atlanta, GA 30334

EBCE Student Members:

Rhonda Collins (East Hall)
Joy Lovell (Former East Hall Student)

Lynn Glover (North Hall)
Herbie Wilson (Former North Hall Student)

Elaine Mills (Johnson High)
Lana Poole (Former Johnson High Student)

Wendy Anderson (Gainesville High)

Appendix C

Curriculum Review Team

Pioneer CESA's EBCE
Curriculum Review Team

Ms. Sue Evans	Georgia, South Carolina Supervisor Scholastic Magazine and Books Atlanta, Georgia
Mrs. Helen Greear	Architect Pioneer CESA Cleveland, Georgia
Ms. Sandra B. Collins	Director I Georgia Department of Human Resources Blairsville, Georgia
Dr. Richard A. Granum	Director of Career Education Milwaukee, Winconsin
Ms. Cyndi Parish	Coordinator (Student) Adult Counseling University of Georgia Athens, Georgia
Dr. Jack Zealand	Adult Counseling Specialist University of Georgia Athens, Georgia
Ms. Kathy Hinz	Assistant Dean of Students North Georgia College Dahlonega, Georgia
Ms. Pam Parker	Coordinator, NIE R & D Product Utilization Project Pioneer CESA Cleveland, Georgia

✓

TENTATIVE AGENDA
PIONEER CESA's EBCE
CURRICULUM REVIEW TEAM MEETING

NOVEMBER 5, 1976

I. Welcome and Introductions

II. History of EBCE

III. Orientation to Pioneer CESA's EBCE Project

IV. Purpose and Objectives of Curriculum Review Team

V. Review of Publishers' Guidelines

VI. Strategies for EBCE Project Utilization

VII. Summary and Adjournment

Appendix D

Student Enrollment

(Appendix D, containing confidential information was removed.)

Appendix E

Resource Development

Pioneer CESA
Experience-Based Career Education

RESOURCE POOL REPORT

RESOURCE ANALYST Dean Adkins MONTH 10-18-76 - 12-7-76

1. Number of resources at beginning of period: RPs 0 ROs 0 CRs 0

   Number with Guides: RPs 0 ROs 0 CRs 2

   Number of resources withdrawn None Reasons:

2. Number of resources recruited: RPs 66 ROs 17 CRs 2

3. Number of resources developed (i.e., with Resource Guides): RPs 14 ROs 17 CRs 2

4. Total number of resources at end of period: RPs 66 ROs 17 CRs 2

   with Guides: RPs 14 ROs 17 CRs 2

5. Breadth of developed resource pool:

   A. Career Cluster* (See Ga. Hi-Jive)

	1 Agri-Business & Natural Resources	2 Business and Office	3 Communication & Media	4 Construction	5 Consumer & Homemaking	6 Environment	7 Fine Arts & Humanities	8 Health	9 Hospitality & Recreation	10 Manufacturing	11 Marine Science	12 Marketing & Distribution	13 Personal Services	14 Public Services	15 Transportation
RPs	2	1	1	0	0	0	0	2	0	0	0	3	0	5	0
ROs	2	1	4	0	0	0	1	3	1	2	0	3	0	3	0
CRs														2	

   B. Skill category*

	PROFESSIONAL	SKILLED	UNSKILLED
RPs	9	8	4
ROs	19	20	7
CRs	2	2	1

   C. Project planning package*

	COMMERCE	COMMUNICATIONS & MEDIA	LIFE SCIENCE	PHYSICAL SCIENCE	SOCIAL SCIENCE
RPs	6	2	4	0	6
ROs	4	4	6	1	2
CRs	1				2

* *Some resources can be associated with more than one career* cluster skills. *category, and/or project planning package.*

Pioneer CESA
Experience-Based Career Education

RESOURCE POOL REPORT

RESOURCE ANALYST Dean Adkins MONTH 12-7-76 to 3-18-77

1. Number of resources at beginning of period: RPs 66 ROs 17 CRs 2

   Number with Guides: RPs 14 ROs 17 CRs 2

   Number of resources withdrawn none Reasons:

2. Number of resources recruited: RPs 11 ROs 5 CRs 1
3. Number of resources developed (i.e., with Resource Guides): RPs 12 ROs 11 CRs 0
4. Total number of resources at end of period: RPs 77 ROs 22 CRs 3

   with Guides: RPs 26 ROs 28 CRs 2

5. Breadth of developed resource pool:

   A. Career Cluster* (See Ga. Hi-Jive)

	1 Agri-Business & Natural Resources	2 Business and Office	3 Communication & Media	4 Construction	5 Consumer & Homemaking	6 Environment	7 Fine Arts & Humanities	8 Health	9 Hospitality & Recreation	10 Manufacturing	11 Marine Science	12 Marketing & Distribution	13 Personal Services	14 Public Services	15 Transportation
RPs	3	1	1	0	1	2	3	5	0	0	0	3	0	5	1
ROs	5	2	4	0	0	3	1	4	1	2	0	3	0	5	0
CRs		1												2	

B. Skill category*

	PROFESSIONAL	SKILLED	UNSKILLED
RPs	17	14	4
ROs	26	27	12
CRs	2	2	1

C. Project planning package*

	COMMERCE	COMMUNICATIONS & MEDIA	LIFE SCIENCE	PHYSICAL SCIENCE	SOCIAL SCIENCE
RPs	6	3	10	3	7
ROs	5	4	10	5	4
CRs	2				2

* *Some resources can be associated with more than one career* cluster skills. *category, and/or project planning package.*

Pioneer CESA
Experience-Based Career Education

RESOURCE POOL REPORT

RESOURCE ANALYST Dean Adkins
MONTH March 18, 1977 June 13, 1977

1. Number of resources at beginning of period: RPs 77 ROs 28 CRs 3
Number with Guides: RPs 26 ROs 28 CRs 2
Number of resources withdrawn none Reasons:

2. Number of resources recruited: RPs 4 ROs 7 CRs 0

3. Number of resources developed (i.e., with Resource Guides): RPs 1 ROs 3

4. Total number of resources at end of period: RPs 81 ROs 31 CRs 3
with Guides: RPs 27 ROs 31 CRs 2

5. Breadth of developed resource pool:

A. Career Cluster* (See Ga. Hi-Jive)

	1 Agri-Business & Natural Resources	2 Business and Office	3 Communication & Media	4 Construction	5 Consumer & Homemaking	6 Environment	7 Fine Arts & Humanities	8 Health	9 Hospitality & Recreation	10 Manufacturing	11 Marine Science	12 Marketing & Distribution	13 Personal Services	14 Public Services	15 Transportation
RPs	3	1	1	1	1	2	3	6	0	0	0	3	0	6	2
ROs	5	2	4	3	0	3	1	5	1	2	0	3	0	8	0
CRs		1												2	

B. Skill category*

	PROFESSIONAL	SKILLED	UNSKILLED
RPs	21	15	4
ROs	27	34	14
CRs	2	2	1

C. Project planning package*

	COMMERCE	COMMUNICATIONS & MEDIA	LIFE SCIENCE	PHYSICAL SCIENCE	SOCIAL SCIENCE
RPs	6	3	12	5	7
ROs	5	4	12	8	7
CRs	2				2

* *Some resources can be associated with more than one career* cluster skills. *category, and/or project planning package.*

FWL-EBCE Rev.1/76
Form #2

Pioneer CESA
Experience-Based Career Education

RESOURCE POOL REPORT

RESOURCE ANALYST Dean Adkins MONTH June 14 to Sept. 30, 1977

1. Number of resources at beginning of period: RPs 81 ROs 31 CRs 3

   Number with Guides: RPs 27 ROs 29 CRs 2

   Number of resources withdrawn 7 Reasons: 3 - not enough time to spend with students; 1 - leaving job--no longer available to students; 2 - out of business; 1 - only wishes to serve as special advisor.

2. Number of resources recruited: RPs 11 ROs 15 CRs 2
3. Number of resources developed (i.e., with Resource Guides): RPs 4 ROs 8 CRs 2
4. Total number of resources at end of period: RPs 87 ROs 44 CRs 5

   with Guides: RPs 57 ROs 22 CRs 5

5. Breadth of developed resource pool:

   A. Career Cluster* (See Ga. Hi-Jive)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Agri-Business & Natural Resources	Business and Office	Communication & Media	Construction	Consumer & Homemaking	Environment	Fine Arts & Humanities	Health	Hospitality & Recreation	Manufacturing	Marine Science	Marketing & Distribution	Personal Services	Public Services	Transportation
RPs	4	1	1	1	1	2	8	6	0	0	0	6	0	8	3
ROs	5	4	5	4	0	3	2	6	1	2	0	6	4	8	2
CRs		1												3	

B. Skill category*

	PROFESSIONAL	SKILLED	UNSKILLED
RPs	29	26	4
ROs	42	51	21
CRs	3	3	1

C. Project planning package*

	COMMERCE	COMMUNICATIONS & MEDIA	LIFE SCIENCE	PHYSICAL SCIENCE	SOCIAL SCIENCE
RPs	8	3	16	8	9
ROs	10	5	17	11	8
CRs	2		1		2

* *Some resources can be associated with more than one career* cluster skills. *category, and/or project planning package.*

Dean Adkins

Pioneer CESA
Experience-Based Career Education

RESOURCE LOG

LOG NO.	NAME OF ORGANIZATION	CONTACT IN ORGANIZATION NAME	SEX		AGE				ETHNIC GROUP*					NUMBER OF EMPLOYEES IN ORGANIZATION			TYPE OF ORGANIZATION **		PACKAGE	GUIDE		CAREER FAMILY	IF DROPPED, REASON & DATE	Developer's Initials
			M	F	<30	30-39	40-49	>50	B	W	A	SS	NA	<10	10-50	>50	C	NP		Info. Sheet	Final			
01	City Manager	Ray Keith	x				x			x						x		x	Com. S.Sc.		x	Pub. Serv.	RP	SC
02	Amerlab	Dr. John Carrazzo	x			x				x					x		x		Phy. Sc.		x	Agri-Bus.	RO	SC
03	New Holland Mill	B.C. Jarrard	x				x			x						x	x		Com.		x	& NR Mangt.	RO	DA
04	Chestatee Regional Library	Dorothy Dickenson		x			x			x					x				Life Sc.		x	Pub. Serv.	CR	DA
05	A & P Grocery	Cecil Elliot	x			x				x					x		x		Com.		x	Mkt. Dist.	RO	DR
06	Social Sec. Admn.	Peggy Patton		x			x			x					x			x	Soc. Sc.		x	Pub. Serv.	RP	DA
07	Minor Convel. Home	Winfred Minor													x		x		Life Sc. S.Sc.		x	Health	RP	BC
08	Seahawks	Freddie Seagraves Benny Hawkins	x		x					x				x			x		Com.		x	Mangt. Mkt. & Dist.	RO	BC & DA
09	Business & Prof. Women's Club	Sue Pierce		x			x			x						x		x	Com. S.Sc.		x	Pub. Serv.	CR	DA
10	Gainesville Parks & Rec.	Melvin Cooper	x			x				x					x			x	Life Sc.		x	Hosp. & Rec.	RO	DA
11	Winn Dixie	Howell Hammond	x			x				x								x	Com.		x	Mkt. & Dist.	RO	DA
12	Dundee Mills	Larry Perkins	x			x				x						x	x		Com.		x	Bus. &Office	RP	DR
13	Hall County School of Nursing	Mildred Ables		x												x	x		Life Sc.		x	Health	RO	DR
14	WDUN-AM & TV WWID-FM	Tom Harris	x					x		x						x	x		Com. & Media		x	Com. & Media	RO	SC
15	The Times	Jackie Sosby		x		x				x						x	x		Com. & Media		x	Com. & Media	RO	SC
16	GBI	Charles Stone	x			x				x					x		x		Soc. Sci.		x	Pub. Serv.	RP	DA
17	Woodlake Apts.	Linda McCord		x		x				x				x			x		Com.		x	Mkt. & Dist.	RP	DA

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Form #7

Pioneer CESA
Experience-Based Career Education

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LOG NO.	NAME OF ORGANIZATION	CONTACT IN ORGANIZATION: NAME	SEX: M	SEX: F	AGE: <30	AGE: 30-39	AGE: 40-49	AGE: >50	ETHNIC GROUP*: B	ETHNIC GROUP*: W	ETHNIC GROUP*: A	ETHNIC GROUP*: SS	ETHNIC GROUP*: NA	NUMBER OF EMPLOYEES IN ORGANIZATION: <10	NUMBER OF EMPLOYEES IN ORGANIZATION: 10-50	NUMBER OF EMPLOYEES IN ORGANIZATION: >50	TYPE OF ORGANIZATION**: C	TYPE OF ORGANIZATION**: NP	PACKAGE	GUIDE: Info. Sheet	GUIDE: Final	CAREER FAMILY	IF DROPPED, REASON & DATE	Developer's Initials
18	Georgia Printing Co.	Don Waldrep	x							x					x		x		Com.& Media		x	Com.& Media	RP	BC
19	Riverside Pharmacy	Wayne Gee	x							x				x					Life Sc.		x	Health	RO	DR
20	Gainesville Art Ctr.	Frances Mathis		x						x					x			x	Com.& Media		x	Com.& Media	RO	DR
21	Green, Deal, Birch, Ore, Jarrard Law Firm	Nathan Deal	x			x				x					x		x		Soc. Sc.		x	Pub. Serv.	RP	SC
22	Kents Greenhouse	Barbara Bolton		x						x							x		Life Sc.		x	Agri-Bus.& NR	RO	DR
23	Juvenile Court	Sally Magnus		x						x					x			x	Soc. SC.		x	Pub. Serv.	RP	DR
24	Mintz Jewelers	Nan Mintz		x				x		x					x		x		Comm.		x	Mkt.& Dist.	RP	DR
25	Community Service Center	Carol Knowles		x			x			x						x		x	So.Sc.		x	Pub. Serv.	RO	DA
26	Alpine Center	Linda Bernknopf		x		x				x					x			x	So.Sc.		x	Pub. Serv.	RO	DA
27	Hall Co. Hospital	Wilma Scarda		x			x			x						x	x		Life Sc.		x	Health	RO	DA
28	Equifax	J.N. Harrison	x				x			x							x		Comm.		x	Bus/Off.	RO	BC
29	Hall Co. Bd. of Ed.	Frank Knight	x				x			x						x		x	So. Sc.		x	Pub. Serv.	CR	BC
30	First Presby. Kindergarten	Judy Poff		x		x				x							x		Life Sc.		x	Pub. Serv.	RO	DA
31	Dr. Tilley	Dr. L.L. Tilley	x			x				x					x		x		Life Sc.		x	Health	RP	DA
32	Georgia Mtns. Child Dev.	Vera Neidenbach		x			x			x						x		x	So. Sc.		x	Pub. Serv.	RP	DA
33	WFOX	Sam Davis	x			x				x					x		x		Com.& Media		x	Com.& Media	RO	DA
34	Chicopee Mills	Harold Anderson	x				x			x						x	x		Com.& Phy.Sc.		x	Mfg.	RO	DA

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		NAME	SEX		AGE				ETHNIC GROUP*										Info. Sheet	Final			
			M	F	<30	30-39	40-49	>50	B	W	A	SS	NA	<10	10-50	>50	C	NP					
35	Dr. V.C. Lovell	Dr. Lovell	x				x			x					x		x		Life Sc.		x	Agri-Bus. & NR	RP	DA
36	Sheriff Ed England	Ed England	x							x					x				So.Sc.		x	Pub. Serv.	RP	NR
37	Hall Co. Training Center	Jimmy Murray		x															So.Sc.		x	Pub. Serv.	RO	DA
38	Hall County Special Education	Bob Everett	x			x				x					x			x	Life Sc.		x	Pub. Serv.	RP	DA
39	Electronic Sales	Conrad Cooley	x			x				x					x		x		Com.& Phy.Sc.		x	Manuf. Mkt. Dist.	RO	DA
40	Dr. John K. Martin (dentist)	Dr. Martin	x																Life Sc.		x	Health	RP	DA
41	Photo Reflections	Lanier Griffeth	x			x				x				x			x		Com.& Media		x	Fine Arts& Human.	RP	DA
42	Gainesville Jr. College-P.E. Dept.	Diane Barrett															x		Life Sci.			Hosp. Rec.	RP	NR
43	U.S. Forestry Serv.	Richard Heaslip	x															x	Phy.Sc. Life Sc.		x	Agri-Bus. Env.	RO	DA
44	State Game & Fish Commission	Hubert Handy	x				x			x						x		x	Phy.Sc. Life Sc.		x	Agri-Bus.& Env.	RO	DA
45	White Sulphur Sch.	Ronald Sharpley	x																So.Sc.		x	Pub. Serv.	RO	DR
46	L & M Crown Bridge	Bob Lamb	x			x				x					x		x		Life& Phy.Sc.		x	Health	RO	DA
47	Dr. Parrish	Dr. Wm. Parrish	x			x				x				x			x		Life Sc.		x	Health	RP	DA
48	Lads and Lassies	Gail Beasley		x			x			x					x				Life Sc.		x	Pers. Serv.	RO	DA
49	Dr. Gerald Nix	Dr. Nix	x			x				x					x		x		Life& Phy.Sc.		x	Health	RP	DA
50	Ray's Florist	Ray Mooney	x			x				x				x			x		Life Sc.		x	Fine Arts	RP	DA
51	1st National Bank	Eula Pierce		x			x			x						x	x		Comm.		x	Bus.& Office	RO	DA

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		NAME	SEX		AGE				ETHNIC GROUP*											Info. Sheet	Final			
			M	F	<30	30-39	40-49	>50	B	W	A	SS	NA	<10	10-50	>50	C	NP						
52	Larry Daniels Music	Larry Daniels	x			x				x				x			x		Com.& Media		x	Fine Arts	RP	DA
53	Lanier Tech - Guidance & Counseling	Judy Giles		x		x				x				x				x	Life Sc.	x	x	Pub. Serv.	RP	DA
54	Soil Conservation Service	Johnny Mattox	x															x	Life& Phy.Sc.	x		Agri-Bus.& Env.	RO	DA
55	Riverbend School	Mr. J. Snow	x							x								x	So.Sc.	x	x	Pub. Serv.	RO	DA
56	Environmental Sanitation	Haskell Sraton	x			x				x					x			x	Phy.& Life Sc.	x	x	Env.	RP	DA
57	Fashion Merchandising Gainesville Jr.Coll.	Karen Lowry		x	x					x					x		x		Com.& Media	x	x	Cons. & Homemaking	RP	DA
58	ABC Kindergarten	Terry Smith		x		x				x				x					Life Sci.		x	Pub. Serv.	RP	DA
59	Wauka Mtn. Elem.Sch.	John B. Corley	x			x				x					x			x	Soc. Sc.		x	Pub. Serv.	RO	DA
60	Hall Co. Parks & Recreation Dept.	Cary Wright	x			x				x					x			x	Life Sc.	x	x	Hospt. & Rec.	RO	DA
61	Southern Welding	Doc Dunagan	x				x			x					x		x		Phy. Sc.	x	x	Const.	RO	DA
62	Gainesville Health Care Center	Lynn Cronia		x	x					x						x	x		Soc.& Life Sn.	x	x	Health & Pub.Serv.	RO	DA
63	The Bathe Shoppe	Lynn Hulsey		x	x					x				x			x		Com.& Media	x	x	Cons.& Homemaking	RP (Orientation only)	DA
64	Sammy Smith (pilot)	Sammy Smith	x			x				x				x			x		Phy. Sc.	x		Trans.	RP	DA
65	Youth Services	Andrea Forrester		x		x				x				x				x	Soc. Sc.	x	x	Pub. Serv.	RP	DA
66	Jacobs, Matthews Architects	Matt Matthews	x				x			x					x		x		Phy. Sc.	x	x	Const.	RO	DA
67	Connie White	Connie White		x			x			x				x			x		Phy. Sc.	x		Env.	RP	DA
68	Joyland	Lucy Graves		x			x			x					x		x		Soc. Sc.	x		Pub. Serv.	RO	TE

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69	Walt Snelling	Walt Snelling	x				x			x				x				x	Soc. Sc.	x		Pub. Serv.	RP	DA
70	Dr. Fred A. Ingle	Dr. Ingle	x				x			x				x			x		Life Sc.	x	x	Agri-Bus. Nat.Res.	RP	DA
71	Dr. Jeffery Carstens	Dr. Carstens	x				x			x				x			x		Life Sc.	x	x	Health	RO	DA
72	Wm. S. Hardman	Bill Hardman	x		x					x				x			x		Soc. Sc.	x	x	Pub. Serv.	RP (Orientation only)	DA
73	Dr. Newman Langston	Rose Hulsey		x		x				x					x		x		Life Sc.	x		Health	RO	DA
74	Ed Brown	Ed Brown	x				x			x					x		x		Phy. Sc.	x		Const.	RO	DA
75	Dr. Daniel Luke	Dr. Luke	x				x			x					x		x		Life Sc.	x		Health	RP	DA
76	DFACS	Sharron Sailors		x		x				x					x			x	Soc. Sc.	x	x	Pub. Serv.	RO	DA
77	Betty Sanders	Betty Sanders		x		x				x					x			x	Soc. Sc.	x		Pub. Serv.	RP	DA
78	Shirley's Beauty Salon	Shirley Childers		x		x			x					x			x		Comm.	x		Pers. Serv.	RP	DA
79	Hall Co. Health Dept.	Beverly Adams		x		x				x					x			x	Life Sc.	x		Health	RO	DA
80	South Hall Junior High	Charles McKinney		x		x				x				x				x	Life Sc.	x	x	Hosp. & Rec.	RP	DA
81	Mayhill Homes	Jim Bowers	x				x			x					x		x		Phy. Sc.	x		Const.	RO	DA
82	Dr. Samuel Poole	Dr. Poole	x				x			x					x		x		Life Sc.	x		Health	RP	DA
83	GAMCO	Don Reynolds	x			x				x					x		x		Phy. Sc.	x		Const.	RP	DA
84	Janie Wolf	Janie Wolf		x	x					x				x					Soc. Sc.	x	x	Pub. Serv.	RP	DA
85	A.G. Edwards & Sons	Frank Wiegard	x					x		x					x		x		Comm.	x	x	Bus. Off.	RO	DA

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			M	F	<30	30-39	40-49									Sheet				
86	Beauty Boutique	Sandra Passmore		x		x			x		x		x		Life Sc.	x	x	Pers. Serv.	RO	DA
87	North Georgia Nautalis Club	Phil Lindsay	x			x			x	x			x		Life Sc.	x		Pers. Serv.	RP	DA
88	Jackson's Flowerland	Doug Elrod	x			x			x	x			x		Life Sc.	x	x	Fine Arts	RO	DA
89	Lanier Park Hospital	Frank Creegan	x				x		x			x	x		Life Sc.	x	x	Health	RO	DA
90	Andrews & Myers Law Firm	Alan Myers	x			x			x	x			x		Soc. Sc.	x	x	Pub. Serv.	RP	DA
91	Georgia Power Co.	D. L. Merrill	x			x			x			x	x		Phy. Sc.	x	x	Const.	RO	DA
92	Sawyers Advertising	Patrick McWhorter	x			x			x		x		x		Comm.	x		Mkt. & Dist.	RO	DA
93	Chamber of Commerce	Billy Edenfield	x			x			x	x				x	Comm.	x		Bus. & Office	CR	DA
94	Wards Funeral Home	Henry Ward	x					x	x		x		x		Life Sc.	x		Pers. Serv.	RO	DA
95	Cheryl Wilson	Cheryl Wilson		x	x				x	x			x		Cons. & Home	x		Fine Arts	RP	DA
96	Ann Vail	Ann Vail		x		x			x	x			x		Cons. & Home	x		Fine Arts	RP	DA
97	Milton Martin Toyota	Milton Martin	x				x		x		x		x		Phy. Sc.	x		Trans.	RP	DA
98	Woodson Tenant Labs								x		x		x		Phy. Sc.	x		Agri. Bus.	RO	DA
99	Lester's Paint and Body Shop	Jack Lester	x				x		x		x		x		Phy. Sc.	x	x	Trans.	RO	DA
100	Robert's V.W. Repair	Gerald Roberts	x			x			x	x			x		Phy. Sc.	x		Trans.	RP	DA
101	U.S. Post Office	Edna Prichett		x			x		x			x		x	Soc. Sc.	x	x	Pub. Serv.	RO	DA
102	Gainesville Tribune	Jack Waldrip				x			x	x			x		Comm. & Media	x	x	Comm. & Media	RO	DA

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Form R-3

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			M	F		30-39	40-49														
103	Turner, Wood, Smith Insurance Company	Joe T. Wood, Jr.	x		x					x				x	x	Comm.		x	Mkt.& Dist.	RO	DA
104	Gulf Food Store	Garry Swanson	x				x			x				x	x	Comm.		x	Mkt.& Dist.	RP	DA

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Form R-3

Appendix F

Staff Development

Monday, October 11, 1976

Morning

Get acquainted
Brief history of EBCE
Discuss agenda (revise, if necessary)
"What's Worth Knowing?" - Educational Values

Afternoon

Overview of EBCE, with "program walk-through"
Question and Answer

Study: Program Overview
ADMINISTRATION (pp. 31-32, 49-51)
LEARNING COORDINATION
  Introduction and Entry Assessment (pp. 1-20)
  Project Planning (pp. 38-59)
RESOURCES (pp. 22-28, 35-43)

Tuesday, October 12, 1976

Morning

Resource interview preparation
Resource interview #1 (conducted by FWL consultant)

Afternoon

Resource interview #2 (conducted by Pioneer CESA staff member)
Discuss interviews
Write resource guides

Study: LEARNING COORDINATION (pp. 97-112)
Program Planning (pp. 21-38)
Advisory Groups and Program Monitoring (pp. 61-96)

Wednesday, October 13, 1976

Morning

Discuss resource interviews and guides
Program Implementation Planning

Afternoon

Project planning

Introduce: EXTERNAL RELATIONS
STUDENT RECRUITMENT
ORIENTATION
SUPPLEMENTARY CURRICULUM

Thursday, October 14, 1976

Continue project planning (if necessary)
Continue program implementation planning
General review and question and answer session

Friday, October 15, 1976

Complete program implementation planning
Recap the week's activities - "Where are we now?"
Plan future FWL assistance
Evaluate activities

EBCE Training
November 8-12, 1976
by
Far West Laboratory

Agenda

Monday: Discuss past three weeks work
Discuss problems and concerns

Tuesday: Produce Orientation Schedule

Wednesday: Discuss Program Planning

- a. Projects
- b. Course credit assigned
- c. Progress monitoring
- d. Entry assessment
- e. Supplementary Instruction

Thursday: Policy Advisory Committee Meeting
Critique RP guides
Discuss implementation plan
Determine tasks for following week

Friday: Critique Brochure

WRAP-UP

AGENDA

LC IN-SERVICE, PIONEER CESA

March 26, 1977

I. Values Clarification - "Coat of Arms"

II. Now, What's Worth Knowing?

III. LC/RP Contact

IV. Self/Career Exploration and Evaluation

V. Summary and Evaluation of In-Service

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AGENDA

May 17 - 20

LC Training

Tuesday, May 17

a.m. History - Sue
Program Overview - Dean
Student Program Walk-Thru - Sue

p.m. Resource Development - Dean
Prep only

Wednesday, May 18

a.m. Resource Development - Dean
Prep
Practice

p.m. Meeting at ISC - all

Thursday, May 19

a.m. Resource Person Guide - Dean

p.m. Project Planning - Sue

Friday, May 20

a.m. Program Implementation - Dean

Pre-Ops II
Castro Valley, California
June 20-24, 1977

Monday, June 20, 1977
- Resource Analysis
- Resource Interview

Tuesday, June 21, 1977
- Discuss Resource Guides and Interview
- Credit Assignment

Wednesday, June 22, 1977
- Space and Faculty Requirements
- Student Orientation
- Student Assessments

Thursday, June 23, 1977
- Planning Projects

Friday, June 24, 1977
- Review and Wrap-up

Agenda
EBCE LC Training
July 11-15, 1977
Week I

Monday, July 11, 1977

Get Acquainted
Discuss Agenda
"What's Worth Knowing?" - Educational Values

Overview - "Walk-Thru"
Question/Answer

Study: Program Overview
Administration (pp. 31-32
49-51)
Learning Coordination
Introduction and Entry Assessment (pp. 1-20)
Project Planning (pp. 38-59)
Resources (pp. 22-28
35-43)

Tuesday, July 12, 1977

Resource Analysis - Overview
Process
Role of Resource Analyst
Role Play - Resource Interview
Question/Answer

Resource Needs Assessment
Resource Interview Preparation

Wednesday, July 13, 1977

Resource Interviews - Union County

Discuss Interviews
Write Resource Guides

Study: Learning Coordination (pp.97-112)
Program Planning (pp. 21-38)
Advisory Groups and Program Monitoring (pp. 61-96)

Thursday, July 14, 1977

Discuss Resource Guides
Explain Clusters and WTG Assignment

Project Planning

Introduce: External Relations
Student Recruitment
Orientation
Supplementary Curriculum

Friday, July 15, 1977

Implementation Planning

Wrap-up

AGENDA

Pre Ops II LC Training
July 25 - 28, 1977

Monday, July 25, 1977
- Long term plans
- Package goals
- Goals and Project Checklists

Tuesday, July 26, 1977
- Long term planning continued
- Assigning credit for projects

Wednesday, July 27, 1977
- Advisory group activities
- Use of EBCE forms

Thursday and Friday, July 28 - 29, 1977
- Set-up of learning center at school
- Orientation Planning

AGENDA

Training of RA for Union County

September 26, 1977

I. Program Overview and History - Sue - Monday

II. Student Walk-Through - Sue and Dean - Monday

(Luncheon Meeting)

III. Resource Analysis - Dean - Tuesday

- A. Resource Development
- B. Writing Resource Guides
- C. PR - Policy Advisory Committee

IV. Mock Interview - Dean - Wednesday

- A. Role-play
- B. Write guide
- C. Set up appointments for Thursday

V. Interviews in Blairsville - Dean - Thursday

AGENDA

Follow-up TAT

March 14-18, 1977

- I. Meet with LC's
  - A. Schedule
    - 1. North Hall - Monday
    - 2. East Hall - Tuesday
    - 3. Johnson - Wednesday
  - B. Discussion
    - 1. Project evaluation
    - 2. Project forms
    - 3. Questions on operations
- II. Meet with Resource Analyst
  - A. Meet Thursday morning
  - B. Discuss
    - 1. Community utilization
    - 2. Index Resource Guides
- III. Meet with total staff Thursday Afternoon
- IV. Meet with Director and Project Coordinator Friday Morning

AGENDA

Follow-up TAT

January 17-20, 1977

I. Meet with LC's
  A. Schedule
    1. East Hall - Monday
    2. Johnson - Tuesday
    3. North Hall - Wednesday

  B. Discussion Topics
    1. Progress Monitoring
    2. Forms
    3. Questions on operations

II. Meet with Resource Analyst and Project Coordinator
  A. Meet Thursday morning

  B. Discussion Topics
    1. Community utilization
    2. Implementation/operations

Appendix G

Sex Equality in Education and Employment Workshop

WORKSHOP FACULTY

Jack O. Balswick, Ph.D., Associate Professor, University of Georgia, Department of Sociology, Athens; author of article entitled "Inexpressive Male: A Tragedy of American Society" and is currently authoring "Why I Can't Say I Love You."

Patricia Davis, B.A., Administrative Assistant, Georgia State University, Atlanta, currently a masters candidate in English and is working on Special Project through the Office of Education, Department of HEW — Sex Stereotyping in Education.

Leslie J. Friedman, B.A., Art Librarian, University of Georgia, Main Library, Athens, author of **Sex Role Stereotyping in the Mass Media: An Annotated Bibliography** which will be available in July from Garland Press

Ronald Fritchley, Ed.D., Director of Experienced Based Career Education, Pioneer Cooperative Education Service Agency, Cleveland, Georgia.

Sarah H. Moore, M.Ed., Education Advisor, Georgia State Department of Education, Planning and Evaluation; responsible for hiring program under Title IX and curriculum for upgrading levels of special studies in public schools.

Cynthia M. Parish, B.S.Ed., Graduate Intern, Adult Counseling Program, University of Georgia, Department of Student Personnel in Higher Education.

Reita I. Rivers, B.S., Technical Writer, University of Georgia Marine Resources Extension Center, Athens; active in Jeannette Rankin Foundation for Women.

Further information about this workshop may be obtained by contacting:

Ronald L. Fritchley, Director
Pioneer CESA
P. O. Box 548
Cleveland, Georgia 30528
404/865-2141

or

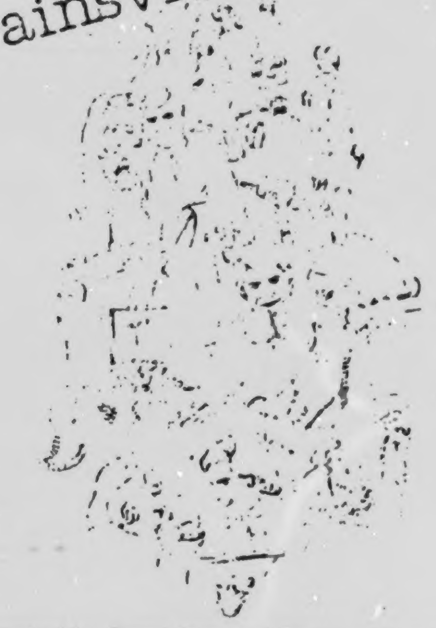
Dr. Jack Zealand
Adult Counseling Specialist
University of Georgia
Center for Continuing Education
Athens, Georgia 30602
404/542-4766

Adult Counseling Office
Center for Continuing Education, Room 237
University of Georgia
Athens, Georgia 30602

The University of Georgia continues its policy of nondiscrimination on the basis of sex in compliance with Title IX of the Education Amendment of 1972 in all activities and programs under its sponsorship. In addition, the University of Georgia is an Equal Opportunity Employer.

Sex Equality in Education and Employment

January 26–27, 1977
Holiday Inn
Gainsville, Georgia



Sponsored by Pioneer Cooperative Educational Service Agency and The University of Georgia

WORKSHOP GOALS

This conference is designed to explore issues involved in providing information on equality in educational and employment opportunities. The contents of the didactic sessions and their experiential components are intended to develop an awareness of the elimination of sex bias and sex role stereotyping in career education programs.

The conference seeks to upgrade the occupational competencies of EBCE staff, educators and community professionals responsible for counseling, training and supervising the North Georgia community citizens.

WHO SHOULD ATTEND

This conference is intended for the Experienced Based Career Education Staff, educators and community professionals who work in community agencies, educational and industrial settings serving the North Georgia population.

HOW TO ATTEND

All sessions will be held at the Holiday Inn in Gainesville, Georgia.

This conference is funded by a Part D Vocational Education Grant. Please complete and mail the attached preregistration form to the Georgia Center for Continuing Education.

For those desiring housing, please make reservations direct with Holiday Inn in Gainesville.

SPONSORED BY

Pioneer Cooperative Educational Service Agency, Cleveland, Georgia

The University of Georgia
Center for Continuing Education Adult Counseling Program

PROGRAM OUTLINES

WEDNESDAY, JANUARY 26, 1977
(Experienced Based Career Education Staff)

MORNING SESSION--EBCE STAFF

8:30 - 9:00 a.m.	Registration
9:00 - 9:15	Opening General Session Welcome, Introductions, and Announcements --Ms. Cynthia Parish, University of Georgia
9:15-10:15	Film "I Just Want You To Be Happy" Discussion
10:15-10:30	BREAK
10:30 - 11:00	Group Goal Setting Expectation from Workshop
11:00 - Noon	Making of a Feminist: Growing Up Female --Ms. Reita Rivers, University of Georgia
Noon - 1:00 p.m.	LUNCH

AFTERNOON SESSION--EBCE STAFF, EDUCATORS, COMMUNITY PROFESSIONALS

1:30 - 2:00	What Is CESA? Dr. Ron Fritchley, Director, Pioneer CESA Project, Cleveland, Georgia
2:00 - 2:45	Slide Presentation "Sex Role Stereotyping in the Mass Media" --Ms. Leslie Friedman, University of Georgia
2:45 - 3:00	BREAK
3:00 - 4:00	The Male Perspective of Sex Stereotyping ---Dr. Jack Balswick, University of Georgia

THURSDAY, JANUARY 27, 1977

MORNING SESSION--EBCE STAFF, EDUCATORS

8:30- 9:15 a.m.	BREAKFAST "The Legal Issues of Equality" --Ms. Sarah Moore, State Department of Education
9:15-10:15	Guidelines for Education and Employment --Dr. Ron Fritchley, Pioneer CESA
10:15-10:30	BREAK
10:30-11:00	Film "Sex Role Development" Discussion
11:00 - Noon	Role Models: Personal Experiences and Small Group Discussion
Noon - 1:00 p.m.	LUNCH

AFTERNOON SESSION--EBCE STAFF

1:30- 2:15	Implementation: Awareness to Action --Ms. Patricia Davis, Georgia State University, Atlanta
2:15- 2:30	BREAK
2:30- 3:30	Experiential Sessions ---Ms. Patricia Davis
3:30- 4:15	Summary Matrix --Ms. Cynthia Parish
4:15- 4:30	Adjournment

SEX EQUALITY IN EDUCATION AND EMPLOYMENT

Program Agenda

WEDNESDAY, JANUARY 26, 1977

Morning Session--EBCE Staff (Target Group)

8:30-9:00 a.m.	Registration
9:00-9:15	Opening General Session Welcome, Introductions, and Announcements --Ms. Cynthia Parish, University of Georgia
9:15-10:15	Film: "I Just Want You To Be Happy"
10:15-10:30	Break
10:30-11:00	Group Goal Setting Expectation from Workshop
11:00-Noon	Making of a Feminist: Growing Up Female --Ms. Reita Rivers, University of Georgia
Noon-1:00 p.m.	Lunch

Afternoon Session--EBCE Staff, Educators
Community Professionals (Target Groups)

1:30-2:00	What is CESA? --Mr. Ron Fritchley, Director, Pioneer CESA Project, Cleveland, Georgia
2:00-2:45	Slide Presentation: "Sexism in Advertising A Humorous Portrayal of Women in Ads" --Ms. Leslie Friedman, University of Georgia
2:45-3:00	Break
3:00-4:00	The Male Perspective of Sex Stereotyping --Dr. Jack Balswick, University of Georgia

THURSDAY, JANUARY 27, 1977

Morning Session--EBCE Staff, Educators
(Target Groups)

8:30-9:15 a.m.	Breakfast
	"The Legal Issues of Equality" --Dr. Jean Miller, University of Georgia
9:15-10:15	Guidelines for Education and Employment --Mr. Ron Fritchley, Pioneer CESA
10:15-10:30	Break

10:30-11:00	Film: "Sex-Role Development" Discussion
11:00-Noon	Role Models: Personal Experiences and Small Group Discussion
Noon-1:00 p.m.	Lunch

Afternoon Session--EBCE Staff (Target Group)

1:30-2:15	Implementation: Awareness into Action --Ms. Patricia Davis, Georgia State University, Atlanta
2:15-2:30	Break
2:30-3:30	Experiential Sessions --Ms. Patricia Davis
3:30-4:15	Summary Matrix --Ms. Cynthia Parish
4:15-4:30	Adjournment

Sex Equality in Education and Employment Workshop Participants

January 26, 1977

NAME	REPRESENTING
Nancy Royal	Johnson High School EBCE
Carol Webb	Johnson High School-Career Guidance
Sue Chandler	Pioneer CESA EBCE
*Jack Zealand	University of Georgia-Adult Counseling
Betty Childs	North Hall EBCE
Doug Winters	Hall County School System
Dean Adkins	Pioneer CESA EBCE
Ron Fritchley	Pioneer CESA
Dolly Rosato	East Hall EBCE
Don Hill	North Hall High School
Linda August	North Georgia College
Jessie Mayfield	North Georgia College
Ellen Lyles	U.S. Office of Education, Atlanta
Reita Rivers	University of Georgia
Ben Fouts	Principal, North Hall High
*Pam Parker	Pioneer CESA
Billie Sue Smith	Pioneer CESA
*Helen Greear	Pioneer CESA
*Kathy Hinz	North Georgia College
Ann Dayton	North Hall High
Myra Taylor	North Hall High
Sam Dayton	Georgia Mountains APDC
Keith Matthews	Gainesville High
Peggy Patton	Social Security Administration
Jackie Sosby	The Times, Gainesville
Leslie Friedman	University of Georgia
Nancy Murphy	University of Georgia
Catherine Holcomb	Johnson High School
Carol Dean Holcomb	Johnson High School
Kenneth Watkins	Pioneer CESA
Jim Allison	Union County High School
Jack Balswick	University of Georgia
Barbara Webster	Gainesville Junior College
Nina Maram	University of Georgia
*Cindy Parrish	University of Georgia

*Member of Curriculum Review Team

Sex Equality in Education and Employment Workshop Participants

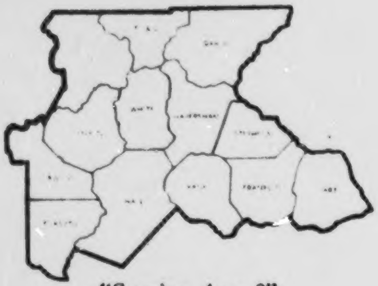
January 27, 1977

NAME	
Dr. Jean Miller	University of Georgia
Nancy Royal	Johnson High School EBCE
Carol Dean Holcomb	Johnson High School
Betty Childs	North Hall High EBCE
Carol Webb	Johnson High School
Ron Fritchley	Pioneer CESA
Don Dalton	D.H.E.W. Intern.
Nancy Murphy	UGA Housing
Doug Winters	Hall County School System
Keith Mathews	Gainesville City Schools
Ann Dayton	North Hall High School
Myra Taylor	North Hall High School
*Kathy Hinz	North Georgia College
Kenneth Watkins	Pioneer CESA
*Jack Zealand	University of Georgia-Adult Counseling
Dolly Rosato	East Hall EBCE
Jim Allison	Union Co. High School
Hilda Lee	North Hall High School
*Helen Greear	Pioneer CESA
Anne Moughon	State Dept. of Education
Wanda Gray	State Dept. of Education
Sue Chandler	Pioneer CESA EBCE
Patricia Davis	Georgia State University
Barbara Webster	Gainesville Junior College
Ellen Lyles	U.S. Office of Education, Atlanta
*Pam Parker	Pioneer CESA
Billie Sue Smith	Pioneer CESA
*Cindy Parrish	University of Georgia

*Member of Curriculum Review Team

Appendix H

Survival Skills



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EDUCATIONAL SERVICE AGENCY

P. O. BOX 548 / CLEVELAND, GEORGIA 30528 / PHONE (404) 865-2141

SURVIVAL SKILLS

Basic Skills

Maintain a Checking Account
Calculate the Cost of Buying an Automobile
Transact Business on a Credit Basis
File State and Federal Taxes
Budget Time and Money Effectively
Speaking
Interpretation
Writing in Business and Social Situations
Reading

Life Skills

Understand the Basic Structure and Function of Local Government
Maintain Good Physical Health and Make Effective Use of Leisure Time
Personal Legal Rights
Respond Appropriately to Fire, Police, and Physical Health Emergencies
Provide Adequate Insurance for Yourself, Family, and Possessions
Participate In and Understand the Electoral Process
Operate and Maintain an Automobile
Stereotyping
Make Appropriate Use of Public Agencies

Employability Skills

Job Market
Training and Education
Getting a Job
Salaries and Benefits
Keeping a Job
Unions

Transact Business on a Credit Basis

Purpose: Many financial transactions are conducted on a credit basis. Failure to understand the advantages and limitations of credit and installment buying can have serious results. These activities will inform you of the terms and conditions of credit.

Goal #1: Show a thorough knowledge and understanding of the terms, conditions, and interest rates that go along with using a bank credit card.

Resources:
- Bank
- Finance Company
- Savings and Loan
- Math Teacher

Indicators:

a. Complete a credit card application.
b. Interpret in writing conditions and terms written on application.
c. Define in writing finance charge and credit limit and the ways they're computed - use computations.
d. Identify a reasonable ratio between credit card buying and your income. Explain in writing.

Goal #2: Show a thorough understanding of terms, conditions, and interest rates that go along with using installment buying.

Resources:
- Bank
- Retail Business
- Finance Company

Indicators:

a. Complete an installment contract for a purchase of approximately $300.00.
b. Interpret the terms and conditions of the contract (in writing).
c. Compute the cost to you in interest if you pay it off in one year.

References:

Speaking

Purpose: The job market is becoming increasingly competitive. Clear and confident expression of one's ideas through fluent speech is essential. These activities should increase your skills in oral communication.

Goal #1: Be aware of ways to improve speech skills.

Resources: Speech Teacher
Radio Announcer
LC

Indicators:
a. Make a tape recording of a speech/presentation.
b. With the aid of your LC, prepare an evaluation checklist to critique your skills (i.e. clarity, diction, phrasing, etc.).
c. Write a plan for correcting or overcoming difficulties in your speech. Remake tape.

Goal #2: Effectively make an oral presentation to the advisory group.

Resources: Speech Teacher
Advisory Group

Indicators:
a. Prepare an outline or synopsis of the presentation for the advisory group.
b. Introduce yourself and your topic to the advisory group.
c. Prepare an evaluation checklist for the advisory group to give you feedback on your presentation.
d. Make a presentation to your advisory group using visuals (if appropriate).

Goal #3: Effectively make an oral presentation to a subject area class in the school.

Resources: Speech Teacher
RP's

Indicators:
a. Prepare an outline or synopsis of the presentation for the class.
b. Introduce yourself and your topic to the class.
c. Prepare an evaluation checklist for the classroom teacher to give you feedback on your presentation.
d. Make a presentation to the class using visuals (if appropriate).

Goal #4: Participate in discussion of a fellow student's presentation.

Resources: LC
Advisory Group

Indicators:
a. Attend an advisory group presentation.
b. Ask questions or react to statements regarding presentation.
c. Have your LC critique your presentation.
d. Participate and turn in a critique of the student's presentation.

References:

The Job Market

Purpose: Before you are trained for a specific occupation, it makes good sense to find out whether or not there is a market for your skills. There is nothing more frustrating than to graduate from high school, tech school, or college with skills and degrees in a field where jobs are scarce or nonexistent. The following activities should make you aware of the current and future labor market trends.

Goal #1: Be aware of ways to determine the current and future labor market trends.

Resources:
Department of Labor
Counselor
Newspaper
All RPs

Indicators:
a. Using the Occupational Outlook Handbook, project what the future holds for jobs your're interested in exploring.
b. Examine want-ads and employment notices (from government and private employment agencies) to determine current market for jobs you're interested in exploring.
c. Talk with your RPs about labor market trends in their fields.
d. Display findings for a, b, and c in a report.

Goal #2: Understand the meaning and importance of mobility and flexibility in a job.

Resources:
Counselor
All RPs

Indicators:
a. Read Alvin Toffler's Future Shock or Studs Terhel's Working and explain in writing why it's important to examine trends in the labor market and to be mobile and flexible in work.
b. Define mobility and flexibility as they pertain to work.
c. During explorations ask RPs the following questions and compare answers to determine steps you would take to prepare for fluctuating labor market trends: 1) With their present skills, training and education, what other occupations could your RPs pursue? 2) Can you and your RPs foresee a time when their present occupations will be phased out or demand

more training and/or education? Explain. 3) In preparing for your RPs' jobs, for what other present or future occupations would you also be preparing? 4) Compared to your RPs' training and/or education, how would you alter your preparation for their jobs to make yourself eligible for the other present and future jobs you mentioned in the last question?

References:

Getting A Job

Purpose: You can be the best trained and educated person in your field, but if you do not know the proper methods for acquiring a job your skills are of little value. These activities should make you aware of ways to find work, how to apply for a job, and how to conduct yourself during an interview.

Goal #1: Be aware of ways to find work.

Resources:
Newspaper
Employment Agencies (state and private)
Placement Offices
All RPs

Indicators:
a. Find and list places where jobs are advertised.
b. Explain in writing or on a chart the functions of state and private employment agencies.
c. Explain in writing ways to prepare for looking for jobs.
d. During exploration, ask RPs how they found out about their job. List those ways.

Goal #2: Understand how to apply for a job.

Resources:
All RPs
Personnel Managers
Employment Agencies

Indicators:
a. Gather applications from the personnel departments at the sites you are exploring, and fill them out. Have the personnel manager or RP critique the completed applications.
b. Prepare and submit a resume to your RPs or personnel managers at your exploration sites for critique.
c. Write a cover letter for your resume (letter of application) and have it critiqued by RPs or personnel managers.
d. Explain the importance of job references and identify the best types of references.

Goal #3: Be aware of how to conduct yourself during an interview.

Resources:
Employment Agencies
Personnel Managers
All RPs

Indicators:
a. Explain how to prepare for an interview. Make a checklist.

b. Make a list of those questions you would like to ask at an interview.
c. Role play an interview with your LC, then set up mock interviews with personnel managers or RPs at your exploration sites. Have them critique your interviews or...
d. Role play an interview with your LC and have other students and LC critique.

References:

Stereotyping

Purpose: Stereotypes abound in our society. The myths that surround groups of different races, religions, and sex have deep roots. People prejudge a persons' character based on stereotypes that are learned from childhood. You must be aware of the problems stereotyping causes in our society. You should also be aware of your own tendencies to stereotype and plan appropriate actions to overcome this problem. The following activities will help you do that.

Goal #1: Understand the meaning of stereotyping as it relates to other sociological terms.

Resources:
- NOW
- Social Science Teacher
- NAACP
- B'nai Brith

Indicators:
- a. Define stereotyping in your own words (in writing).
- b. Define in writing prejudice, norm, role, discrimination, socialization.
- c. Relate each of the terms in "b" to stereotyping.

Goal #2: Recognize examples of stereotyping.

Resources:
- Media
- Parents
- Teachers
- Students

Indicators:
- a. Read three articles from your favorite magazines and list remarks, insinuations, or photographs that are racially, religiously, or sexually bias.
- b. Listen to conversations at home, school, and community and list stereotypical remarks or situations observed.
- c. List remarks or situations you observe in TV, radio, or newspapers that are stereotypical.

Goal #3: Be aware of sex role stereotyping.

Resources:
- Now
- Business and Professional Women's Club

Indicators:

a. View filmstrips "Reexamining Sex Roles" in your Learning Center. Answer these questions:
   1) How has the Feminist Movement effected sex-role stereotyping?
   2) How have the roles in the family changed? What have been the effects of these changes on society?
   3) How has the economic (labor) sector dealt with sex role stereotyping? How have "protective laws" effected equal opportunity?
   4) How has the media effected sex-role stereotyping?
   5) How have schools, churches, and government helped in formalizing traditional sex roles in our society?

b. Explain in writing how you can help overcome sex-role stereotyping.

c. See LC for additional exercises.

References:

Make Appropriate Use of Public Agencies

Purpose: Federal, State and Local Government agencies provide services that are needed for health, property, social security, and protections. To aviod inaccurate or haphazzardly gathered information on the use of services provided, you need to identify and review these services systematically.

Goal #1: Know the services provided by the Social Security Administration and the appropriate methods for using these services.

Resources: Social Security Administration

Indicators:
- a. List all the services provided.
- b. Explain in writing the procedure needed for obtaining these services.

Goal #2: Know the local public agencies, including the Labor Department, Community Services, Public Health Department (and any others you can identify), which provide benefits for you and your family.

Resources:
City Hall
County Courthouse
Federal Building

Indicators:
- a. List the services provided by your community agencies (chart).
- b. Describe briefly when you or your family can benefit from these services.
- c. Describe the qualifications one needs in order to use these services.

Goal #3: Survey public information available through local government agencies.

Resources:
Courthouse
Public Agencies

Indicators:
- a. Using information available at the county courthouse, list the following information about your present place of residence.
  - 1) assessed valuation
  - 2) property tax
  - 3) zone designation

b. Contact a public agency to obtain some information or services and keep a record of the steps you go through (actions, names, titles and phone numbers of contact people, run-around, if any, etc.) in order to obtain the information or services desired.

Resources: Social Security Office, U.S. Labor Department, Community Services, Department of Human Resources, County Courthouse, U.S./state Forest Service, Civil Defense Division, Public Safety Department

Appendix I

Publicity

VISITORS TO THE LEARNING CENTERS AND PIONEER CESA

1.	Vocational Administrators from these systems: Union County Gainesville City Rabun County White County Stephens County Hart County Franklin County Forsyth County Habersham County	September 16, 1976
2.	Representatives from the Division of Program and Staff Development Georgia Department of Education	October 12, 1976
3.	Central Office Staff from Union County and Gainesville City School Systems	October 14, 1976
4.	Members of the Georgia Advisory Council for Career Education	December 2, 1976
5.	Joe T. Wood, Congressman	April 14, 1977
6.	Betty Griffin, JEMCO Home Economist	April 15, 1977
7.	Margaret Floyd, First National Bank	April 20, 1977
8.	James Faulkner, First National Bank	April 25, 1977
9.	Dick Taylor, Fire Department, Gainesville	May 2, 1977
10.	Clyde Collins, Judy and Tom Bardenwerper, Union County Schools	May 4, 1977
11.	J. D. Ragan, State Farm Insurance	May 11, 1977

Visitors to the Learning Centers and Pioneer CESA (Continued)

12.	Cary Wright, Hall County Parks and Recreation Dept.	May 13, 1977
13.	Jim Darnell, Artist	May 23, 1977
14.	Ellen Lyles, USOE Regional Office	May 26, 1977
15.	Lucy Patterson, Gainesville Parks and Recreation Department	May 26, 1977
16.	A. W. Rennie, EBCE Pinellas County, Florida	September 7, 1977

Experience-Based Career Education program to begin in Hall next quarter

By JACKIE SOSBY
Times Staff Writer

Next quarter a few students in the Hall County School System will get a chance to find out what it really takes to perform in a career.

The students will not be sitting in a classroom studying a curriculum outline someone thought might prepare them for a particular profession. They will be out in the community working with people who are in the profession and who perform the tasks necessary for those professions in the real world of work.

It's called Experience-Based Career Education (EBCE). Its goal is to accomplish exactly what its name implies.

The Hall County project is the first step of implementing a grand Pioneer Cooperative Educational Services Agency (CESA) sought on behalf of the Hall County, Union County and Gainesville City School Systems. Projects in Union County and Gainesville City will begin next fall.

Approximately 30 students in the three Hall County high schools will be the first students in the area to benefit from the program.

Ron Fritchley, vocational-career education director for Pioneer CESA, visited one othe experimental laboratories using the career education concept prior to Thanksgiving last year. He decided to approach the board of control of Pioneer CESA, made up of superintendents of systems it serves, about applying for one of the $5,000 planning grants for a demonstration project.

Fritchley said Georgia was one of the 36 states to qualify for the planning grants for demonstration projects. When he presented the idea to the board of control of Pioneer CESA, four superintendents immediately expressed an interest.

Three of the superintendents got commitments from their boards of education after Fritchley made presentations to the boards on proposed plans for the project. Fritchley then applied for the planning grant for the three systems. The grant was approved by the U.S. Office of Education in March.

He said from the time the planning grant was approved until June, he was "writing, traveling and tearing apart the concept" before he submitted the final proposal for the project. The proposal lived through the scrutiny of several agencies, including the Department of Labor, before it reached final approval in the U.S. Office of Education.

"It's the best proposal I've read in the past year and a half," said Paul Peterson, a learning coordinator in the Far West Laboratory in Oakland, Calif., where the program was tested for three years.

"I'll go even further," said Ralph Baker, director of the Far West Laboratory, which became the Far West School. "It was the best out of 160 read by the U.S. Office of Edncation."

Peterson and Baker were in Hall County to train projects staff members, who have been preparing for the students and implementation of the project itself since official notification of final approval of the project came Sept. 9.

Fritchley said he chose trainers from the Far West School because of the strength in the academic education offered the students, and the career development aspect of the program.

"Students were given time to explore different kinds of careers and allowed to explore college courses," he explained.

Members of the staff are: Sue Chandler; program coordinator of the project for Pioneer CESA; Dean Adkins, resource analyst of the project for Pioneer CESA; Betty Childs, learning coordinator for North Hall High School; Nancy Royal, learning coordinator for Johnson High School; and Dolly Rosato, learning coordinator for East Hall High School.

Ms. Chandler worked in another test model lab in West Virginia. A feasibility study of experience-based career education was done in four labs in different sections of the country. The concept first was called employe-based career education when the research projects were started.

Baker said the Hall County System has the best experience-based career education staff potential he has seen. He and Peterson have trained staffs at a number of sites around the country, including five pilot sites last year.

Basically, the program allows students to explore career interests in practice through resource persons, resource organizations and community resources which relate to that field and at the same time, reinforces the student's academic skills. Students will receive academic credit for documented work in their projects.

Doug Winters, vocational and career education director for the Hall County School System, stressed that students were to do the work and not interfere with the regular working duties of resource persons.

Ms. Chandler and the learning coordinators have established contact with some 36 persons and organizations for the students to use as professional resources. Students also will use community resources other than those designated as resource persons and resource organizations.

The Times, Gainesville, Georgia, October 24, 1976

The three characteristics of the program are that it is career-oriented, experience-based and student-centered.

Baker said each project is integrated with career development, basic skills and life skills.

Defining a career as "one's progress through life," Baker stressed that career development in the program should be "career awareness to the world of work, not just shallow daily routine of one person.

"Students learn how to utilize basic skills in life-given situations."

He pointed out that students using oral communication skills in the program improve their communication with adults in the community.

He said students learn to critically analyze information they receive to use in problem-solving and learn to make decisions about what they have to do after high school.

"If there's one thing EBCE does for students — they leave high school knowing learning is a good thing," Peterson said.

He said students in the Far West School left with a better comprehensive secondary education than the traditional students in California schools, because the faculty of the Far West School felt that the traditional requirements for graduation were not high enough.

Peterson explained that the Far West School not only underwent internal evaluation, but rigorous evaluation by the National Institute of Education and a stringent external testing process of students developed by the Educational Testing Service.

Pioneer CESA is the fiscal agent which will handle the funding at all three of the high schools for the learning coordinators, paraprofessional aides, and transportation and insurance for students to the resource sites.

The Times, Gainesville, Georgia, Friday, January 28, 1977 3

Workshop eyes sex equality in education, employment

By JACKIE SOSBY
Times Staff Writer

Educators and other professionals spent two days this week exploring sex equality in education and employment in a workshop held in Gainesville.

The purpose of the conference was to develop an awareness of the elimination of sex bias and sex role stereotyping in career education programs. The conference was a training workshop for Experienced Based Career Education (EBCE) staff, educators and community professionals who work with the EBCE program in North Georgia.

Two speakers during the conference talked about sex role stereotyping. Ms. Leslie Friedman, a librarian at the University of Georgia, used a slide presentation to point out stereotyping in advertising. She has written a book called, "Sex Role Stereotyping in the Mass Media: An Annotated Bibiliography" which will be available in July.

"Seventy-five per cent of the women in advertising are either in the kitchen or in the bathroom," she said. "They only leave home to join the Whipple brigade in the supermarket."

Yet in contrast, women comprise 43 per cent of the United States work force, she said.

Ms. Friedman told those in the workshop that letters to company presidents get results because she has tried it and had success in getting sex stereotyping advertisements removed from television and other media.

She suggested obtaining the names and addresses of company presidents with the help of librarians and not to bother with vice presidents in charge of marketing or sales.

Dr. Jack Balswick, sociology professor at the University of Georgia and author of two books on the male perspective, spoke on the male perspective of sex stereotyping.

Dr. Balswick said the two most common stereotypes are the cowboy and the playboy. The cowboy has feelings inside but can't quite express them, while the playboy can verbalize but is dead inside because he has no feelings, he explained.

Any role played by John Wayne fosters the cowboy sterotype, and James Bond's character is a good example of the playboy stereotype, he said.

"The inexpressive male character trait is present among many American males who have trouble verbalizing their feelings," he said. "We tend to socialize out expressing feelings."

Dr. Balswick said magazines which appeal to men who want or have the playboy image are "mainly read by men who are terrified of interacting with a woman so she must be reduced to an object."

He said if one analyzes the copy of such a leading magazine one finds out how to seduce women and exit free of emotion.

"There is a need in society for the liberation the male as well as the female," he said. "There will be no ultimate female liberation until there is a male liberation and until males are secure in their masculinity."

THE TIMES, Gainesville, Ga.
January 30, 1977

Registration for EBCE set

Juniors and seniors in the three high schools in Hall County who are interested in exploring careers for practice may register for the Experience Based Career Education (EBCE) program.

Students who would like to register for the program spring quarter may contact Dolly Rossato at East Hall High School, Nancy Royal at Johnson High School, and Betty Childs at North Hall High School.

Students receive academic credit for career exploration and research projects. Study and research includes observation of careers in action and contact with persons employed in the careers.

EBCE: LEARN BY DOING

By: Becky Fritchley

Have you heard about an exciting new program here at North Hall? The name is EBCE which stands for Experienced-Based Career Education. It's a really neat way of learning about the types of careers that you are interested in while using basic skills.

This program allows students to go out into the community and work with different resources. You don't attend classes. Instead you receive high school credit for projects completed in the community. The students are not paid because the program is strictle for learning and experience.

Sue Chandler, project coordinator stated "There is more to a career than just a way of life. It is a pathway through life."

In this program you can become aware of what you want out of life while you are learning about various careers. Miss Chandler also mentioned, "EBCE is a combination of career awareness plus self awareness."

EBCE has been established not only at North Hall but also at Johnson and East Hall.

EBCE from Right to Left: Robert Howarth Paul Peterson(Field Service Consultant)) Betty Childs(Learning Coordinator),Rodney Floyd, Ann Elliott, Terry Turner, Lynn Smith.

Good Luck EBCE!

The project director is Ron Fritchley and here at North Hall, the Learning coordinator is Mrs. Betty Childs.

When talking with some students in the project, their reactions were, "It's hard work, but it's fun!" exclaimed Lynn Smith.

"It gives you opportunities to go places and meet people you wouldn't normally get to meet," says Andrea Crisp.

Ann Elliott tells us, "Time goes by faster and you can become familiar with the career world before you leave school."

Terry Turner expresses, "You can personally meet businessmen."

Robert Howarth adds, "There's a lot of forms to fill out."

If you're interested in EBCE and would like to find out more, be sure to stop by and talk with Mrs. Childs. The openings are limited to only 25 to 30 people so be sure to see her soon.

Trojan Tracks, North Hall High School, Gainesville, Georgia February, 1977

News

E.B.C.E. Program Begins

East Hall Juniors and seniors now have an educational alternative to the classroom, E.B.C.E. stands for Experience-Bases Career Education which means exactly what it says. Instead of learning about a career or subject in a classroom, students go out into the field to see what it is like to actually perform certain jobs.

For example, if you were taking a course in sociology through this program, you might want to focus on juvenile delinquency. If so you might visit juvenile court, or work with a social worker.

This program has been very successful in other states but has just been introduced to Georgia. All academic and elective course credits can be earned through E.B.C.E activities except foreign languages, advanced math, and state required courses.

The students presently enrolled in the E.B.C.E. program are:

Seniors: Pam Broome
Karen Cash
Dean Smith
Jane Stow
Cathy Whitfield

Juniors: Pam Crane
Redawna Lovell
Greg Smith
Ronald Spradly
Terri Stephens
Judy Thomas

If you have any questions about the E.B.C.E. program you can come by the library and talk with Mrs. Rosato.

By: Redawna Lovell

Greg Smith and Ronald Spradley at work at Kent's Greenhouse.

Get your
Hunting & Camping
Accesories AT
Gainesville
Salvage
House
353 OAK Street
feild jackets,
Sleeping bags,
Boots, Tools,
ETC.

DRUGS and DOGS

On December 9, East Hall had a visitor; a sheriff and a dog. In a demonstration the German Shepard dog showed his ability to smell out drugs in hidden packages. The search was to warn students of upcoming searches that are required by laws.

By: Jerry Webb

Patti Nix (F.H.A.). Ricky Thomas (E.H.I.A.C.), Janien Smith (V.O.T.) join with Doug Tabor and Melessa Haynes of the E.H. Drug Council to support drive. Vanita Moon, of council not shown.

Anti-Drug Campaign

East Hall High School joined with other county schools in a petition drive designed to stop drug traffic. Students and members of the E.B.C.E. program, F.H.A., V.O.T. E.H.I.A.C., Civitan, and F.B.L.A., circulated petitions in the area. The goal of the drive was to get 31,000 petitions signed from Hall County to show support for anti-drug legislation.

WHERE TO FIND OUT MORE ABOUT EBCE?

EBCE staff members are always available to answer any questions you may have about this exciting new concept. Contact any of the following Pioneer CESA EBCE staff between 8:00 a.m. and 4:30 p.m. Monday through Friday at 404/865-2141, Cleveland, Ga.

Ronald L. Fritchley, Director
Sue Chandler, Program Coordinator
Dean Adkins, Resource Analyst

EBCE
PIONEER COOPERATIVE
EDUCATIONAL SERVICE AGENCY
P. O. BOX 548 / CLEVELAND, GEORGIA 30528

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Where Learning Is:
Experiential
Individualized
Community-Based

Pioneer CESA EBCE
P.O. Box 548
Cleveland, GA 30528

WHAT IS EBCE?

Experience Based Career Education is a new approach to learning. It was developed by the National Institute of Education and Far West Laboratory for Research and Development to help bridge the gap between the classroom and the community.

Pioneer Cooperative Educational Service Agency in cooperation with Hall County, Union County and Gainesville City School Systems is providing high school juniors and seniors with the opportunity to:

—test "booklearning" against the "real world" outside the classroom
—learn through direct experience
—test tentative career choices
—gain specific information and preparation for an identified career area

HOW DOES EBCE WORK?

Students learn subject matter (normally studied in the classroom) through practical application in the workaday world. At the same time, they explore important new dimensions about themselves and potential careers so that they may make informed career decisions.

EBCE melds a student's graduation and basic skills' needs with their academic and career interests to build an individualized learning plan. Through projects, tutorials, workshops, and supplementary learning situations, students engage in community-based activities in academics, career development, basic skills, and life skills (i.e. inter-personal skills, inquiry, problem-solving and decision-making).

WHO MAKES EBCE WORK?

Three very important people become partners in the learning process:

The Resource Person in the Community

RP's are adults from all walks of life who volunteer to share their knowledge and special skills with interested students in a one-to-one relationship.

The Learning Coordinator in the Learning Center

LC's promote inquiry and self-initiative by providing EBCE students with guidance and assistance in preparing and fulfilling student academic and career goals. The LC coordinates the student's total learning program and monitors progress in the community and in the school's EBCE Learning Center.

The EBCE Student

EBCE students plan and carry out their learning through individual projects using Resource People in the community as their primary source of information. Students are allowed to pursue their particular needs and interests at their own pace and according to learning methods best suited to their purpose and capabilities. They become planners, decision-makers, and self-evaluators. The broad goal of EBCE is to produce graduates who are "turned-on" to learning.

EBCE REPORT

Pioneer CESA is coordinating a multi-system Experience-Based Career Education (EBCE) project at urban, surburban, and rural sites. Hall County schools began operations November 1976, with 34 students in three high schools. Union County and Gainesville City schools will begin September 1977, with 15-30 students each. Pioneer CESA EBCE expects an enrollment of up to 150 juniors and seniors in all five programs by November 1977. Each program is considered a full-time alternative located within the high school. While exploring various careers, students receive academic credit in high school courses by planning and completing projects using the community as the school. For more information concerning EBCE, contact Ron Fritchley, project director, or Carol Sue Chandler project coordinator, Pioneer CESA, P. O. Box 548, Cleveland, Georgia 30528. Phone (404) 865-2141.

HELP Our Children Jamboree

Non-profit agencies serving children in the 9th Congressional District are cooperating together to host a Jamboree April 16, 1977, at the Gainesville Civic Center. The Jamboree will feature exhibits by agencies and organizations, entertainment and a film festival. The exhibits will open at 10:00 a.m. and remain open to 6:00 p.m.

Dr. Emanuel Cheraskin, M.D., D.M.D., of Birmingham, Alabama will make a presentation at 8:00 p.m. on the topic of Nutrition and Child Development.

The Jamboree is free, so make it a family outing on April 16, 1977.

MT. YONAH CHAPTER - CEC SUBMITS NOMINATIONS FOR OUTSTANDING CONTRIBUTIONS

Paula Humphreys, president, Mt. Yonah Chapter of the Council for Exceptional Children whose membership includes special educators from Dawson, Habersham, Lumpkin, Rabun, Union and White counties, has announced that nominations for outstanding contributions to special education have been submitted to the Georgia Federation Council for Exceptional Children. Mrs. Judy Forbes, coordinator of special education, Habersham County has been nominated for the Outstanding Special Educator. Mr. Larry Johnson, director of recreation, White County, has been nominated as the "Outstanding Individual Contribution to Special Education." Mr. Johnson assisted in the Organization and coordinating of the Special Education Olympics for White and Lumpkin counties. The Habersham Rotary Club has been nominated for the "Organization Which Has Contributed Most." Mrs. Humphreys indicated that local nominees will be competing with other nominees from across the state. Announcement of the winners will be made at the spring meeting of the Federation.

REGIONAL MATH CONFERENCE

The Georgia Council of Teachers of Mathematics Regional Conference will be held at North Georgia College in Dahlonega, Georgia, on February 12, 1977, from 8:30 a.m. till 12 noon. There will be programs in elementary, secondary and general interest areas. Enter at the main gate and follow signs locating the conference.

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Cleveland, Ga. 30528

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Vol. I

THE EXPLORER

No. 1

AN EBCE NEWSLETTER

Experience - Based Career Education, (EBCE), has successfully operated in Hall County Georgia for the past two quarters. The following vignettes describe a few of the exciting experiences involving EBCE students and community resource people.

The EBCE students, from left to right: Danny Loggins, Mark Whelchel, Lynn Glover, and Terry Turner, visited Ed England, Hall Co. Sheriff, (pictured) also, Frank Knight, chairman-Hall CO. Board of Education; Corporal Collins, Georgia State Patrol; and Art Jetton, Hall Co. Sheriff's Dept. Public Relations Man.

"Through these investigations we plan to learn about local, state, and federal government; and to learn the qualifications and powers of our officals."

"We feel that we are benefiting a great deal by striving to obtain government credit through EBCE."

Jane Stow, a Senior at East Hall, has explored several careers. She worked with Dr. Larry Tilley D.D.S. to learn about the career of a dental assistant. Jane found that a dental assistant works long hours on her feet under a lot of pressure. She decided it would be a good career if "you liked the person you worked with". She then explored a teaching career using White Sulphur Elementary School and the deaf and speech class at the Instructional Services Center. Jane is especially interested in teaching the dear children because she has a younger sister who has to cope with deafness. Jane likes using the sign language to communicate and enjoys working with young children.

JUVENILE COURT

Katy Southers, right, and Sally Magnus, left, are standing in front of the Hall Co. Court House. Katy is working on a project in the field of psychology and sociology. She is doing case studies on paranoid children. These studies consist mainly of two basic factors: (1) the environment in which the child was brought up in, (2) certain psychological problems caused by the parents that show up in the children.

Greg Smith enrolled in EBCE to explore management careers but found his interest in math and science spurred him to explore plants and animals. He learned to identify many plants at Kent's Greenhouse and explored all aspects of dairy farming including the business management and a proper computer record system that it takes for an efficient dairy farm. Greg also worked with Dr. A.L. Vitali, a veterinarian. Since Greg is a junior he is still considering several different careers in science and management.

Lynn Smith is interested in the health field. For her project she is studying the psychological growth of a child. Pictured with Lynn is Mrs. Hemietta Barrett. This resource is a sixth grade teacher at Riverbend Elementary School.

Lee Alexander and Randy Pasley are pictured behind their organic garden. This garden in the product of their EBCE project on plant study.

In preparation for this garden they did extensive research on plant study, chemical insecticides, and organic insecticides. They found that an excellent organic insecticide is the marigold. They planted marogolds between each plant in their garden. They now have a beautiful garden.

WHERE TO FIND OUT MORE ABOUT EBCE?

EBCE staff members are always available to answer any questions you may have about this exciting new concept. Contact any of the following Pioneer CESA EBCE staff between 8:00 a.m. and 4:30 p.m. Monday through Friday at 404/865-2141, Cleaveland, Georgia.

Ronald L. Fritchley, Director; Sue Chandler, Program Coordinator; Dean Atkins, Resource Analyst.

Learning Coordinators: Betty Childs, North Hall Dolly Rosato, East Hall; Nancy Royal, Johnson.

Appendix J

Dissemination

Please read the descriptions and indicate your preferences on the registration form. It is important that you indicate (where there is a choice) whether you want to attend the Presentation session or the 3 hour Mini-Workshop session.

CAREER EDUCATION

Project FUTURE - Grades 1-12. Students in elementary grades use C.E. Concepts in an integrated and separated approach. Secondary students elect separate C.E. classes at various levels (7-12). The community also provides many learning settings.
Bremerton School District, Bremerton, Washington

Experienced Based Career Education (EBCE) - C.E. for grades 11-12. Experiential learning combines career awareness, basic and life skills development with academic subjects. The community is used as the classroom.
Pioneer CESA, Cleveland, Georgia

Career Education Instructional Methods for the Middle School - Ways of integrating C.E. awareness into the existing curriculum in all subject areas. Includes uses of Bread & Butterflies.
State Department of Education, Georgia

Ohio Center for Vocational Education - A variety of program materials will be presented featuring some sample curriculum materials that are teacher oriented and some that are student oriented. General information items relating to C.E., Occupational ed., and Vocational ed. will be presented.
Ohio State University, Columbus, Ohio

Office of Career Education, Orange County, Florida (Florida C.E. Demonstration Consortium) - Grades K-12. A comprehensive program which combines a variety of approaches. Some experience based activities are part of the program in addition to activities infused into the regular curriculum.
Orlando, Florida

READING

Project Instruct - Grades K-4. A systems approach to prevent reading failure, correlates the reading, spelling, and handwriting program and monitors each child individually until the array of skills are mastered.
Lumpkin County Elementary School, Dahlonega, Ga.

Reading Improvement Program - Secondary Schools Reading Lab provides an individualized reading skill program. Each student's deficiency is diagnosed and a reading skill improvement program is developed for remediation.
Wood County Board of Education, Parkersburg, West Virginia

Pupils Advancing Toward Learning (PAL) Grades 1-12. Reading improvement through individualized instruction using many motivational techniques. Secondary objective to improve attitudes toward school and self.
Emanuel County School System, Swainsboro, Ga.

Pegasus-Pace: Continuous Progress Reading Program - Grades K-8. Complete curriculum in reading. Process oriented program with performance objectives and corresponding diagnostic instruments within 17 sequential reading levels.
Middle Georgia CESA, Fort Valley, Ga.

Project Catch-Up - Lowest quartile students. Laboratory program provides remedial instruction to improve achievement in reading and math. Regular classroom reading and math is not missed.
Newport Beach, California

MATH

Comprehensive School Math Program - Grades K-6. Functional-relational approach to math so it can start in kindergarten - no formal language is required. Picture language illustrates functional notions. Comprehensive program involving sets, relations, functions, algebraic structures, geometry, arithmetic, probability and statistics.
Polk County School System, Cedartown, Ga., and CEMREL, St. Louis, Mo.

Reinforcing Personalized Instruction - Grades 4-8. Highly personalized (individualized) so achievers at all levels can pace themselves. Precise objectives, measured by pre and post test are met by a variety of activities. Multi-media approach uses several textbooks and other materials.
Hart County School System, Hartwell, Ga., and Torrington Elementary School, Torrington, Wy.

Diagnostic Prescriptive Arithmetic - Grades 2-6. Diagnostic - prescriptive approach to teaching basic arithmetic concepts and skill. Record keeping procedures, "teacher-made" materials, commercial materials. More than 75 concept developing and practice activities for counting, place value, addition, subtraction, multiplication, division.
New York City Board of Education, Staten Island, N.Y.

Project STAMM - Grades K-12. Systematic Teaching and Measuring Mathmatics features continuous progress, criterion testing, management by objectives and systematic management of instruction. Development and maintenance objectives follow exposure to introductory objectives.
Jefferson County Public Schools, Lakewood, Colorado

Developing Mathmatical Processes - Grades K-6. An activity oriented curriculum geared to the regular classroom setting with individualized emphasis. Easily adaptable materials to go with your classroom style. Recommended teacher training - a few days prior to school beginning and several visits by trainers during the year.
Rand-McNally and Georgia State University

OTHER

Reinforcing the Basics through Comprehensive Change - Grades K-12. A comprehensive change program implemented in 6 elementary, 1 middle, and 1 high school over a 5 year period. Topics include-classroom management, community involvement, evaluation and others.
Piedmont Schools Project, Greer, South Carolina

Systems Approach to Individualized Instruction - Grades K-6. Individualized Instruction in both reading and math. Criterion-referenced tests and modules have been developed for 155 reading skills and 200 computational math skills.
Green County School System, Greensboro, Georgia

Basic Skills Through Practical Arts - Grades 7-9. Combines an emphasis on the basic skills of reading and math with career education activities and ovjectives.
Green County School System, Greensboro, Georgia

Unified Science and Mathmatics in the Elementary School (USMES) - Grades 1-8. All content areas are covered. Realistic problem solving geared to supplement teaching. Students develop strategies for problem solving and use these to solve simulated problems.
Sandy Springs Middle School, Atlanta, Georgia

Evaluation Workshop I and II - Training materials for administrators and project staff. Provides information on the role of evaluation in decision making and procedures and problems involved in selecting, collecting, analyzing, and reporting that information. Subject area includes needs assessment, program planning, implementation evaluation, progress evaluation, and outcome evaluation.
Center for the Study of Evaluation, UCLA, Los Angeles, Cal.

EDUCATION EX CHANGE

exemplary projects

in

Math Reading Career Education

May 5-6, 1977

Riviera Hyatt House
Atlanta, Georgia

Sponsored by:

Pioneer
Northeast Georgia
Central Savannah River

CESA

PIONEER COOPERATIVE
EDUCATIONAL SERVICE AGENCY
P. O. BOX 548 / CLEVELAND, GEORGIA 30528

NAME ____________________

SCHOOL OR SYSTEM ____________________

Overnight ____ yes
____ no

Attending ____ May 5 & 6
____ May 5 only
____ May 6 only

EDUCATION EXCHANGE

May 5-6, 1977
Riviera Hyatt House
Atlanta, Georgia

Exemplary projects in Reading, Math, and Career Education have been assembled for your inspection all day May 5 and the morning of May 6, 1977 at the Riviera Hyatt House at the Brookwood Station Exit off I-85.

Some Project Developers and Georgia adapters have been paired to share presentations. This will give you information from the parent project as well as local implementation information. A variety of other projects from Georgia and across the country will also be featured.

Please read the enclosed information and select which Project Presentations (1½ hr. each) and Mini-Workshops (3 hrs. each) you would most like to attend. Indicate your choice in the appropriate place on this page and return to:

Pam Parker
Pioneer CESA
P.O. Box 548
Cleveland, Georgia 30528
No later than April 18, 1977

*Pre-registration is required. You will receive your program schedule in the mail. Please use a separate form for each person registering. The room reservation card is enclosed for your convenience. Please contact the motel directly concerning your reservations.

May 5, 1977

8:00 - 8:30 a.m.	Registration
8:30 - 10:00 a.m.	First Session
10:00 - 10:30 a.m.	Coffee and Exhibits
10:30 - 12:00 noon	Second Session
12:00 - 1:30 p.m.	Lunch
1:30 - 2:30 p.m.	Third Session
2:30	Cokes in the Exhibit Area
2:30 - 4:00 p.m.	Fourth Session
4:00 - 5:00 p.m.	Exhibits

May 6, 1977

8:00 - 8:30 a.m.	Registration
8:30 - 10:00 a.m.	First Session
10:00 - 10:30 a.m.	Coffee and Exhibits
10:30 - 12:00 noon	Second Session

Workshop Schedule

8:30 - 12:00 noon	May 5 & 6
1:30 - 4:00 p.m.	May 5

The schedules will be planned to accommodate 4-6 simultaneous sessions. There will be a mixture of reading, math and career education.

Exhibits:

Materials designed by the State Department to help you with instruction.
Some commercial products.
Some product lists of materials and projects avaliable.

Registration fee - $3.00 per person

Project Checklist

Career Education

___+*Project FUTURE-May 5 & 6
___+ Experienced Based Career Education -May 5
___* Career Education Instructional Methods for the Middle School-May 5
___+ Ohio Center for Vocational Ed.-May 5 & 6
___+ Career Ed., Orange County, Fla. last session May 5

Reading

___+ Project Instruct-May 5
___+ Reading Improvement Program-May 5
___+ Project Catch-Up - May 6
___+ Pupils Advancing Toward Learning -May 6
___+ Pegasus-Pace - May 5

Math

___* Comprehensive School Math Program -May 6
___* Reinforcing Personalized Instruction-May 6
___+ Diagnostic Prescriptive Arithmetic-May 5
___* Project STAMM-May 5
___* Developing Mathmatical Processes -May 5

Other

___+ Systems Approach to Individualized Instruction-May 5
___+ Basic Skills Through Practical Arts-May 5
___+*Evaluation Workshops-May 5 & 6
___+*Reinforcing the Basics through Comprehensive Change-May 5 & 6
___+ USMES-May 5

*Mini-Workshop - A 3 hr. "hands-on" session
+Presentation - A 1½ hr. session
+* - A 1½ hr. and 3 hr. session are scheduled (indicate preference)

Preliminary Agenda - Atlanta & Charlotte

Friday Night

7:00 Registration
7:30 Convene
MEDIA BAZAAR, including:
National Commission on Resources for Youth Films:
"With Time to Share" and
"Share and Repair"
NASSP Film Strips:
"What is Action-Learning" and
"Taking Action"
E.B.C.E. Roadshow
9:30 Adjournment

Saturday

8:30 Registration for New Arrivals
9:00 Opening Remarks
9:30 Keynote Address
10:15 Break and Refreshments
10:30 Model Program Presentations-Session A
11:30 Model Program Presentations-Session B
12:30 LUNCH
1:30 "Action-Planning" by Participants
3:00 SLRC Services and Programs for Secondary Schools
3:15 Concluding Remarks
3:30 Adjournment

Resources

The SLRC provides participants with information and resource materials from numerous organizations and programs including:

C/O Journal of Alternative Human Services
National Alternative Schools Program
National Association of Secondary School Principals
National Center for Public Service Internship Programs
National Coalition of Alternative Community Schools
National Commission on Resources for Youth, Inc.
National Manpower Institute
National School Volunteer Program, Inc.
National Student Volunteer Program/ACTION
New Schools Exchange
NEXUS
Phi Delta Kappa
Society for Field Experience Education

SERVICE-LEARNING RESOURCE CENTER

SERVICES & WORKSHOPS ON:

"Developing Service-Learning Programs In Secondary Schools"

What Is Service-Learning ?

The concept of service-learning refers to opportunities and programs which enable students to integrate classroom learning with meaningful community service experiences. These programs in secondary schools take many forms, such as internships in government, class projects, experience-based career education in human services, district-wide student volunteer offices and Youth Challenge Programs. They involve young people of varying educational needs, cultural backgrounds, and career and personal goals.

Activities of students may be as diverse as the needs of communities, with opportunities existing in non-profit community service agencies, government, educational institutions, and organized groups of all kinds. Such programs not only provide students with opportunities to integrate educational interests and community services but offer career exploration and help with the transition from school to work.

What Is The Service-Learning Resource Center ?

The Service-Learning Resource Center, a project funded for 1977 by ACTION at the University of Kentucky, assists individuals, secondary and post-secondary educational institutions, non-profit community agencies and government throughout Federal Region IV (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee) in developing new service-learning programs as well as improving existing opportunities. The SLRC's major services and activities include:

-WORKSHOPS AND CONFERENCES

-CONSULTATIVE SERVICES

-RESOURCE MATERIALS

Upcoming Workshops For Secondary Schools:

"Developing Service-Learning in Secondary Schools"

Offered on two dates/locations

* MAY 13-14, 1977 - ATLANTA, GA
Friday, 7:00 p.m. - 9:30 p.m. and
Saturday, 9:00 a.m. - 3:30 p.m.
at the
Atlanta Townhouse Motor Inn
100 10th Street

Keynote Speaker: Sharon Solomon, Executive Director, Center for Children and Youth, Tallahassee, FL

Cosponsor: Student and Community Affairs Division, Atlanta Public Schools

* MAY 20-21, 1977 - CHARLOTTE, NC
Friday, 7:00 p.m. - 9:30 p.m. - Teacher's Center, 2nd Floor, Charlotte-Mecklenburg Education Center (across from Sheraton)
Saturday, 9:00 a.m. - 3:30 p.m. - Sheraton Center Hotel
555 S. McDowell at Independence Blvd.

Keynote Speaker: Dr. Robert Barr, Director, Graduate Alternative Education Program, Indiana University; Co-Author, Alternatives in Education: Freedom to Choose

Cosponsor: West Charlotte Open High School

"Service-Learning in Secondary Schools—Roles for Principals"

* TUESDAY, JUNE 21, 1977
9:30 a.m. - 4:00 p.m.
Beau Rivage Hotel
9955 Collins Avenue
Miami Beach, FL

Held prior to FASSP Annual Conference

CESA CO[illegible] GROUP SESSIONS

UP - DATED

CESA Staff Development Conference

[illegible]
May 12 - 13

AREA	CESA COORDINATOR	STATE REPRESENTATIVE
Language Arts/Reading	Charlotte Hester West Georgia CESA (404) 834-0797	Lynn Crovatt Barbara Mathis
Math	Earl Swank Coastal Plains CESA (912) 247-3482	Clara Nesmith
Science	Dallas Stewart	Dallas Stewart
Social Science	Linnie Wardlow Chattahoochee Flint CESA (912) 928-1290	Gwen Hutcheson
Early Childhood Special Education G.L.R.S.	Ruth Baxley, Director North West CESA (404) 684-5443	Allan Gurley, Director Herb Nash - Special Education Kathy Bush - G.L.R.S. Margaret Bynum - Gifted
Early Childhood ------------	Ann McConnell Northeast CESA (404) 542-7675	
Vocational Education	Miss Pat Garrett Southwest CESA (912) 792-6195 - office (912) 436-9263 - home	Ed Word
Music and Art	----------------------	Dr. Frank Crockett - Music Ruth Gassett - Art
Staff Development/Facilitator	Mrs. Jean Mays Okefenokee CESA (912) 283-8494	Dr. Gene Bottoms Mr. David Watts
Audio-Visual	Willard M. Nichols Pioneer CESA (404) 865-2141	
Typewriter	Ed Miller Northeast CESA (404) 542-7675 Chuck Shollenberger Northeast CESA (404) 542-7675	

CESA STAFF DEVELOPMENT CONFERENCE

Lake Jackson

May 12-13, 1977

Thursday P.M., May 12

12:00 - 12:45	LUNCH
1:00	General Overview
1:30 - 6:00	Group Sessions
3:00 - 3:15	BREAK
6:00 - 6:30	Supper
7:30 - 9:00	Keynote Address--"Setting the Learning Climate" Dr. William M. Gordon Associate Professor of Education Miami University Oxford, Ohio

Friday P.M., May 13

7:30 - 8:00	BREAKFAST
8:30 - 9:15	General Session with State Department Area Consultants - Dr. Titus Singletary
9:15 - 10:30	Group Sessions with State Department Area Consultants
10:30 - 10:45	BREAK
10:45 - 12:00	Group Evaluation State Representatives and CESA Coordinators
12:00 - 12:30	LUNCH

Appendix K

Site Visit Report

AGENDA

USOE ON-SITE EVALUATION
EBCE PROJECT

Thursday, May 26

9:45-11:30	EBCE Staff Meeting, ISC
11:30-12:30	Lunch
12:45-1:45	Johnson High Visit
2:00-3:00	East Hall Visit

Friday, May 27

8:30-9:30	North Hall Visit
10:30-12:00	Pioneer CESA Visit
12:00-1:00	Lunch
1:00-	Pioneer CESA Visit (continued)

JUN 10 1977

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION IV
50 7TH STREET, N.E.
ATLANTA, GEORGIA 30323

June 8, 1977

OFFICE OF EDUCATION
Room 555

FIRST YEAR SITE VISIT REPORT

TITLE: Pioneer Cooperative Educational Service Agency's
Experienced-Based Career Education Program

PROJECT NO.: 502-AH6-0016
GRANT NO.: G04-76-03001

GRANTEE: Pioneer CESA
P. O. Box 548
Cleveland, Georgia 30528

This report is made subsequent to an on site visit May 26-27, 1977 to Hall and Union Counties, Georgia. The evaluation was made by Miss Ellen Lyles, Program Officer, USOE, Region IV. The State consultant and the third party evaluator were unable to attend. Mary Harville, State Consultant will visit later and make a report to the Regional Program Officer.

Purpose of Site Visit: To determine funding for second year of a possible three-year project.

Description of Site Visit:

Contact People:

Mr. Ronald Fritchley, Director, EBCE
Ms. Nancy Royal, Learning Coordinator, Johnson High School
Ms. Dolly Rosato, Learning Coordinator, East Hall High School
Ms. Betty Childs, Learning Coordinator, North Hall High School
Ms. Sue Chandler, Project Coordinator
Mr. Doug Winters, County Director of Vocational Education
Mr. Bill Chandler, Director of Vocational Education
Mr. Jerry Adams, Director of Vocational Education
Mr. Ben ~~Fanes~~ Fouts, Principal, North Hall High School
Selected EBCE students

Sites Visited:

North Hall High School
East Hall High School
Johnson High School
EBCE Headquarters Office, Cleveland, Georgia

Program Design:

Pioneer CESA will implement, demonstrate, evaluate and diffuse a comprehensive version of the Far West Laboratory model of the EBCE program in three Georgia LEA's.

CESA will be responsible for managing and administering this project and coordinating the implementation, demonstration, evaluation, and diffusion in the three participating systems. Hall County will implement program in three high schools in first year. Gainesville High School and Union County High School will begin in Fall of 1977.

The program will serve 60-90 students each year. Volunteers will be recruited from all 11th and 12th grades at each high school. Thirty students will be selected from each school site for a total.

Progress of Timeliness:

A total of thirty new students from the three participating Hall County High Schools were selected for participation by March 21, 1977. In addition, twenty one students returned for a second quarter. (North Hall, 21 students; East Hall, 12 students; Johnson High, 15 students.)

Each school has established an EBCE Center with books and materials for student use. These centers are located in the library area of each school.

The evaluator cites the following aspects of the EBCE project as being outstanding:

1. The recruitment process employed a different strategy in each high school according to the school's needs. At Johnson High, students were highly involved in the entire recruitment procedure; at East Hall High School speakers made presentations to classes with follow-up student

interviews. At North Hall High School, EBCE students of winter quarter explained program to other students. This recruitment/ selection process appears to have been very successful in bringing into the program students representing all academic levels.

2. Faculty involvement from the ones who serve as learning plan advisors is good. Faculty members serve as technical advisors for the staff and students. As advisors to the students and staff in the academic subject areas, they check the individual learning plans for content. Students work with teachers on learning plan follow through.

3. Parent overall attitude towards program is positive. Parent involvement has been encouraged through parent meetings, "an open house," and "dear parent letters." At East Hall, a parent's meeting produced a fifty percent attendance.

4. The project has had excellent response from the community. A total of 102 community resources have assured the program of their interst and participation. Fifty six of these have been analyzed and are serving as exploratory sites for the students. The feedback from the resource persons has been positive. Some of these site resource persons have provided EBCE students with "special workshops" or individual counseling. Some have made presentations to advisory groups. Students have explored approximately 60 sites.

5. A well planned and conducted two-day workshop on "Elimination of Sex Bias and Sex Stereotyping" was held in cooperation with the University of Georgia. Participants included community resources and counselors in addition to the staff and administrators. This evaluator attended and rated the workshop as excellent. (The project staff has promised to furnish each of the USOE regions a packet of materials developed for the workshop.)

6. Orientation to the program was comprehensive. The FWL furnished adequate orientation to staff and teachers and provided followup technical assistance over a period from January to March. Students received orientation to the program and information on how to benefit from EBCE.

7. The grantee has implemented the provisions for awarding academic credit, involving students in daily work throughout the community and insuring each student has an individualized learning plan.

8. A full time manager assumes responsibility for keeping the administration and vocational directors current on the program. A program coordinator assumes the overall supervision of the program planning and content.

While a two-day visit provides limited observational opportunities, the evaluator believes that the project should give attention to strengthening the following aspects of the project during the second year:

1. Although the EBCE student participation appears to represent all academic levels, there is a low level of participation by minorities. The students interviewed stated that the black students contacted would enroll only if a block of them did so. The staff should engage the current EBCE to assist them in developing a better understanding among students of the EBCE program.

2. The learning coordinators have very limited space in each of the high schools. The office for the Learning Center in each of the schools is located in a small room off the library. The space is not adequate for staff or students. Students have no independent work area. There is no space for group counseling/guidance. Space should be provided to give students and staff adequate physical facilities.

3. Inservice for all teachers should provide them with understanding of EBCE in order that they will support students who wish to enroll in the program. In interviews with a few students, the evaluator found that this support is lacking in many instances.

4. Counselors are not directly involved in the program. Counseling is provided by the learning coordinators on a one to one basis. There is no planned group counseling. The Learning Centers and the counselors should establish a plan for providing the students with opportunities for group counseling.

5. No member of the State Department of Education Vocational Division has been invited to assume a State leadership role with the project. It is recommended that a career education consultant from State Department of Education be invited to serve on the project's advisory board.

In summary, the evaluator commends Pioneer CESA for implementing a very successful experience-based career education project for the first year and recommends that it be funded for the second year.

Appendix L

Final Evaluation Report--Third Party

EVALUATION REPORT

FOR

PIONEER COOPERATIVE EDUCATIONAL SERVICE AGENCY'S

EXPERIENCED-BASED CAREER EDUCATION PROGRAM

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

A Third-Party Evaluation Report
Prepared by

Joseph F. Haenn
and
Thomas R. Owens

Education and Work Program
Northwest Regional Educational Laboratory
710 Southwest Second Avenue
Portland, OR 97204

October, 1977

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INTRODUCTION

This report presents a summary of evaluation data analyzed by the evaluation unit of the Education and Work Program (EWP) at the Northwest Regional Educational Laboratory (NWREL) under contract to the Pioneer Cooperative Educational Service Agency (CESA) to conduct the third party evaluation of Pioneer CESA's implementation of the Experience-Based Career Education (EBCE) model developed by the Far West Laboratory for Educational Research and Development (FWL). This third-party evaluation for the 1976-77 school year has been a cooperative endeavor by the Pioneer CESA project staff and the evaluation unit of EWP. The NWREL staff proposed the evaluation design, developed some evaluation instruments and recommended others, monitored the data collection efforts, conducted an evaluation workshop and several on-site visits, scored and reported the test results and analyzed the data. The Pioneer CESA staff have administered most of the data collection instruments, coded them where necessary and provided these data to NWREL for analysis and reporting. The NWREL staff have not conducted systematic observations of the Pioneer CESA EBCE implementation effort. Therefore, this report will be restricted to the data collected. Additional interpretation of these findings or further recommendation for program modification might be obtained from the project staff.

The focus for the 1976-77 evaluation has been on the implementation of the program's process objectives. Since students did not begin in the program until the Winter quarter, the evaluation of student outcome objectives with the small number of students having complete pretest and posttest data should be viewed as providing only tentative findings and as providing a pilot test of the evaluation instruments.

This report contains five narrative sections. Section one describes the context of the evaluation, including the Pioneer CESA, the participating high schools, the program staff and student populations. Section two lists the basic project objectives that served as a focus for this third-party evaluation. These objectives are both process and outcome oriented. The process objectives cover the project areas of Implementation, In-Service Training and Third-Party Evaluation. The outcome objectives cover the curriculum areas of Basic Skills, Career Development and Functional Life Skills plus desired general outcomes as well as perceptions of the program by students, staff, and community resource personnel and parents. The third section describes the evaluation procedures used in designing the evaluation and collecting and analyzing data. Attainment of desired process objectives is discussed as the first topic in section four. This topic is organized around the prespecified outcome objectives. The final topic in this section presents general opinions of students, staff members, parents and resource persons. A summary of the evaluation findings is presented as the fifth and final section. The actual tabulations of various evaluation instruments are found in the appendices together with other pertinent documents, including the evaluation design, which includes a brief description of each instrument used in this evaluation.

The authors of this evaluation report wish to acknowledge help received in completing this evaluation. Appreciation is expressed to Ron Fritchley, EBCE Project Director for Pioneer CESA, and to his staff for coordinating the data collection effort. These staff members included: Carol Sue Chandler, Project Coordinator; Gwendolyn "Dean" Adkins, Resource Analyst; and Betty Childs, Dolly Rosato and Nancy Royal, Learning Coordinators at North Hall, East Hall and Johnson High Schools, respectively. M. A. Grace Gallegos completed much of the data scoring and analysis. Susan Tyson monitored the testing periods. Finally, Ms. Eleanor Johnson contributed her skills to the drafts and final typing of this document.

DESCRIPTION OF PROJECT

Pioneer CESA

The Pioneer Cooperative Educational Service Agency (CESA) was established to assist area school systems by providing shared services. The Pioneer CESA, the first cooperative in Georgia, serves the Northeastern 13 county region of Georgia consisting of 14 LEAs.

The Board of Control of Pioneer CESA (the 14 LEA superintendents) endorsed the concept of Experience-Based Career Education (EBCE) and authorized the initial planning grant application and subsequent demonstration phase in November of 1975. Pioneer CESA received a three-year grant under Part D of the Vocational Educational Act (VEA-D) to implement and demonstrate the National Institute of Education's EBCE Program, utilizing the model developed by the Far West Laboratory (FWL) for Educational Research and Development. Three LEAs will eventually serve as demonstration sites. However, during the first partial year of operation, commencing on November 29,1976, only the Hall County Schools will be operating.

Hall County

Hall County is a rural and suburban area surrounding Gainesville with an estimated population of nearly 51,000 (excluding Gainesville). Located 40 miles northeast of Atlanta, Hall County is bordered by Lake Sidney B. Lanier on the West and the North Georgia mountains to the North. The activities of 27 major poultry research, production, processing and distribution firms have earned Hall County the reputation of the "Poultry Capital of the World". These firms employ over 30% of the total county-wide work force. Other major employers include textile and apparel manufacturers. Current figures indicate that less than one-half of the adult population 25 years and over have completed an eighth grade education. Other figures show that one-sixth of the total population have incomes that are below the poverty level. Less than 12% of the total population is non-white.

Hall County Schools

The Hall County School System completely surrounds the Gainesville City School System. Total system enrollment is about 12,600 pupils. There are three comprehensive high schools (grades 9-12): North Hall, East Hall, and Johnson High School.

North Hall High School. The North Hall School District is located north of the Gainesville city limits. Approximately 68 percent of the parents have at least a high school education. About 31 percent have had some college work. Over half of the parents expect their children to attend college, with one quarter expecting work for their children after high school graduation.

The major occupations are highly skilled services, professionals, business executives and government employees. Although the area is somewhat rural in character, less than one percent of the parents earn their living by farming or in farm-related industries.

Fifty-seven percent of the families have combined incomes between $9,000 and $12,000 annually. Only one percent earns less than $5,000.

As of March, 1977, North Hall High School had 981 students enrolled in grades 9-12 at an average per pupil cost of approximately $900. The school contains 627 additional students in grades 7 and 8. The only minority students are a few orientals.

Alternative career education programs available at North Hall High School in grades 7-12 include: distributive education, building and construction trades, home economics, business education, vocational office training, pre-vocational training for EMR students, transportation trades, co-ordinated vocational academic education, agriculture, electro-mechanical, horticulture and health occupations.

East Hall High School. The East Hall School District is located east of the Gainesville city limits. Approximately 26 percent of the parents have at least a high school education, with the median number of years of schooling completed at 8.4 years.

The major occupations are wholesale and retail trade (16.3 percent), textile and apparel manufacturing (16.7 percent), food processing (12.6 percent), other manufacturing (8.6 percent), agriculture (8.4 percent) and construction (7.3 percent). Persons employed in these occupations generally have incomes between $5,000 and $10,000 a year. There is a higher percentage of low income families (less than $5,000) in the East Hall area than in the other two areas.

Most of the students were born and reared in Hall County. Due to integration, the majority of Blacks are bussed from the southeast portion of the county. There are also several non-resident persons from northern states and some students who have moved in from neighboring counties. East Hall has 18 percent minority students, with the largest concentration in the junior high grades. East Hall had approximately 114 seniors, 173 juniors, and 202 sophomores this school year.

Alternative career education programs are similar to those offered at North Hall High School. In addition, there are metal fabrications occupations and diversified cooperative training.

Johnson High School. The Johnson High School District is located southeast of the Gainesville city limits. Total population of the area was 20,792 as of the 1970 census. Total enrollment of the school is 1,650 students. About half of these students are bussed. The school was integrated in 1969 and currently has a minority population of about nine percent.

The southern portion of Hall County is closest to Atlanta. Overcrowded conditions in the Atlanta Metropolitan area, the development of nearby air terminals, and the locating of new industries has caused an increase of approximately 10,000 population every decade for the last thirty years. In addition, new subdivisions have opened adjacent to Lake Lanier. New job opportunities have been created because of this growth in population and industry. As a result, the community has become more "suburban" and less rural and agrarian.

The major occupations of adults are manufacturing (27 percent), clerical work (16 percent), craftsmen (9 percent), professional (9 percent), service work (9 percent), managers and laborers (7 percent) and private household work (4 percent). Only about 9 percent of the population has had any college experience, while 35 percent have had less than 8 years of elementary school. About two percent of the adults have had no schooling at all.

Alternative career education programs available at Johnson High School are similar to those at North Hall High School. In addition, there are cosmetology and graphic arts occupations.

Student Description

North Hall. There were 10 EBCE students at North Hall when the program began operations at the beginning of the winter quarter in December of 1976. Seven were seniors and the other three were juniors. Half of the EBCE students were female. Fifteen new students joined the program for the spring quarter (the second quarter of operation). Eleven of these students were seniors and only four were juniors. Seven of these new students were female.

Four of the initial EBCE students left the program before the beginning of the second quarter of operation: two senior females and two junior males. The latter two students voluntarily returned to regular classes. One of the females graduated early while the other voluntarily dropped out of school.

Complete data were available for six North Hall EBCE students who completed both quarters of participation. Subsequent analysis of growth data in this report will be based only on these six students with complete data.

East Hall. There were 12 EBCE students at East Hall during the first quarter of operation. Half were seniors and the other half were juniors. Only three students were male. Seven new students entered the program for the second quarter of operation. All of these students were seniors except for one junior. Only one of these students was female.

Of the initial group of twelve EBCE students, five left before beginning their second quarter of participation and one student was untestable because of a dyslexia handicap. All five students who left were female. Three were juniors and the other two were seniors. One of the seniors graduated early, while the other four students voluntarily returned to regular high school classes.

Complete data were available for six East Hall EBCE students who completed both quarters of participation. Subsequent analysis of growth data in this report will be based only on these six students with complete data.

Johnson High. There were 13 EBCE students at Johnson High School during the first quarter of operation. Only three were juniors, with the remainder being seniors. Five of these students were male. Eight new students joined the EBCE program for the second quarter of operation. Five of these students were seniors and three were juniors. Half of these new students were female.

Six of the original thirteen EBCE students left the program before the second quarter of operation. All were seniors and all except two were female. Two females graduated early, one female voluntarily returned to regular high school classes and the other voluntarily withdrew from school. One of the males voluntarily returned to regular high school classes and the other moved outside of the school district.

Complete data were available for seven Johnson High EBCE students who completed both quarters of participation. Subsequent analysis of growth data in this report will be based only on these seven students with complete data.

EVALUATION ORIENTATION

The 1976-77 third-party evaluation was focused around a set of project objectives developed by Pioneer CESA and included in the application for funding. The objectives were divided into process (formative) and outcome (summative) areas. Although the emphasis during this initial evaluation year will be on the process objectives, the instrumentation necessary for a comprehensive outcome evaluation will be pilot tested with the limited number of available first-year students with complete data.

The process evaluation objectives were:

Implementation

1. Project staff consisting of Project Director, Project Coordinator, three Learning Coordinators, RA, and secretary are placed under contract by 9/6/76.
2. EBCE Policy Advisory Committee operational by 9/20/76.
3. EBCE Curriculum Review Team operational by 10/1/76.
4. EBCE learning centers are ready for students' use by 11/1/76.
5. Project Planning Packages approved for students' use by 11/1/76.
6. Program materials printed and ready for students' use by 11/15/76.
7. Non-EBCE faculty members oriented to EBCE program by 10/15/76.
8. EBCE Students recruited from three high schools for winter quarter by 11/1/76.
9. EBCE students randomly selected from pool of volunteers from each of the three high schools for winter quarter by 11/15/76.
10. Sufficient employer/community resources developed by 11/15/76 to provide community experience for EBCE students.
11. One half-time paraprofessional clerk employed at each site by 12/1/76.
12. Programs begin at three high schools with a minimum of 10 students per site by 12/1/76.
13. EBCE students selected at three high schools for spring quarter by 2/15/77.
14. Sufficient employer/community resources developed by 3/15/77, to provide community experiences for increased number of EBCE students.

15. Non-EBCE faculty members oriented at Union County and Gainesville High School by 4/1/77.

16. Union County and Gainesville City High School EBCE Staff identified by 4/8/77.

17. EBCE students selected for five high schools for fall, 1977 program by 4/15/77.

In-Service Training (Staff Development)

1. Pre-operations staff development workshops completed by 11/12/76.

2. Sex bias and sex-role stereotyping workshop for Pioneer CESA staff, EBCE staff, potential resources, and members of the community completed by 11/24/76.

3. Follow-up staff development workshops completed by 4/8/77.

4. Pre-Operation staff development workshops for Union County and Gainesville City EBCE staff completed by 8/15/77.

5. Follow-up staff development workshops for Union County and Gainesville City EBCE staff initiated by 9/1/77.

Third-Party Evaluation

1. Project goals and objectives clarified and methods of measurement agreed upon between Pioneer CESA and NWREL by 10/30/76.

2. Data collection and analysis constructed and agreed upon between Pioneer CESA and NWREL by 10/30/76.

3. Instrument package assembled by 10/30/76.

4. Procedures for collection of student baseline data prepared, reviewed, and implemented by 11/30/76.

5. Procedures for collection of process data developed, reviewed, and implemented by 5/30/76 .

6. Student baseline data collected and analyzed for first group of EBCE students by 12/20/76 .

7. Comprehensive evaluation of student outcomes to be undertaken during the second year that is consistent with second year operational plans and includes instrumentation, data collection schedules and analysis plan prepared by 4/30/77.

8. Student baseline data collected and analyzed for additional EBCE students by 4/1/77.

9. Post-test data collected on EBCE students who have completed two quarters by 6/1/77.

10. Preliminary verification by NWREL that Pioneer CESA implementation is progressing towards a "high fidelity" demonstration of FWL EBCE model by 5/30/77.

11. Evaluation summary on attainment of implementation objectives, including tabular description of baseline data, by 6/30/77.

12. Analysis of Pre-Post Data and draft final evaluation report for year one completed by 8/1/77.

13. Pioneer CESA reviews and comments on draft final evaluation report by 9/1/77.

14. NWREL submits final evaluation report and a 3 to 5 page summary to Pioneer CESA completed by 10/15/77.

The outcome evaluation objectives were:

Career Development Outcomes

1. Students will increase their knowledge of their own abilities, aptitudes, and interests and apply this information to the formation of tentative career and educational hypotheses.

2. Students will increase their abilities to analyze careers and career opportunities in terms of potential life style, educational requirements, and availability of preparation opportunities.

3. Students will develop the general skills of job finding, job application, on-the-job negotiation and dependability necessary in daily work interactions.

4. Students will increase their knowledge of social, governmental, and economic issues and trends in the world of work.

Basic Skills Outcomes

1. Students will be able to perform applied skill tasks related to careers of interest to them.

2. Students will improve their performance level of the Basic Skills (reading, writing, oral communication, and mathematics).

3. Students will become aware of the level of Basic Skills needed to enter careers of interest to them and will understand the relationship of that level of their current Basic Skills proficiency.

4. Students will demonstrate an increased willingness to apply Basic Skills to work tasks and to avocational interests.

Life Skill Outcomes

1. Students will increase in their ability to inquire, use critical thinking, and the problem solving process.

2. Students will increase in their ability to clearly and concisely communicate with their peers, as well as with adults.

3. Students will develop an understanding of others in their ability to trust, to be open to change, and to respect differing values in people and institutions.

General Program Outcomes

1. Students will show a realistic attitude toward learning.

2. Students will show a realistic attitude towards the world of work.

3. Students will show a realistic attitude toward adults (including parents), themselves, and the resulting relationship.

To obtain information appropriate to these outcome objectives a variety of evaluation instruments and procedures were employed. These included achievement, interest and attitude tests; student and staff questionnaires and rating forms; checklists; site observations; and, questionnaires to obtain the perceptions of parents and community resource personnel. A brief description of the evaluation instruments used to collect the outcome data in this report is found in Appendix A. Attainment of each of these process objectives is discussed in summary form in Section V, Summary of Evaluation Findings.

EVALUATION PROCEDURES SUMMARY

An evaluation design for the 1976-77 third-party evaluation of the Pioneer CESA implementation of the Far West Laboratory (FWL) model of Experience-Based Career Education(EBCE) was prepared by NWREL and agreed upon by the Pioneer CESA staff. The design describes the purposes and audiences for the evaluation, the program objectives, the data collection instrumentation and procedures, the data analysis plan, and evaluation timeline and a management plan detailing the responsibilities of Pioneer CESA and of NWREL in the evaluation. In addition, a description and rationale for each evaluation instrument and an overview of the Student Information Management System for Career Education (SIMSCE) were presented as appendices. A complete copy of this evaluation design appears as Appendix A to this report.

As indicated in the evaluation design, data were collected by project staff and submitted to NWREL for analysis and reporting. Student testing was coordinated by the project director under the guidance of the NWREL evaluation staff. An independent consultant was hired by NWREL to monitor all testing activities.

The Comprehensive Test of Basic Skills (CTBS), Student Attitude Questionnaire (SAQ) and Social Adequacy scale of the Psychosocial Maturity Scale (PSM) were completed by students using Optical Scan sheets, which were mailed to NWREL for machine scoring and reporting. Results on the NWREL EBCE Semantic Differential were scored by Pioneer CESA under NWREL instructions using a transparent scoring template. The resulting scores were coded on coding sheets and submitted to NWREL for keypunching. All other instruments were scored by the NWREL evaluation unit.

Descriptive statistics were prepared for all questionnaire data. In cases where a test was used on a pre-post basis, such as the CTBS, SAQ, PSM, FWL Writing Sample and NWREL EBCE Semantic Differential, multivariate tests were run. The analyses consisted of two-way multivariate analyses of variance with the two factors being test time (pretest or posttest) and school (North Hall, East Hall or Johnson). The Finn MULTIVARIANCE, Version V, data analysis package was used for these analyses.

EVALUATION FINDINGS

The evaluation findings are described in this section. First, progress on each of the process objectives will be reported. Then, findings on the outcome objectives will be discussed. Finally, general evaluation findings will be presented.

Process Objectives

Process objectives were developed in the areas of implementation, in-service training (staff development), product development and dissemination, and third-party evaluation. Since the first product development and dissemination objective is not projected for completion until February of 1978, the objectives in this area will not be discussed in the following section. In addition, the only objectives discussed in the other three areas will be those which were anticipated for completion by the end of the first school year of program operation.

Implementation Objectives. Of the 21 objectives concerning implementation, seventeen were scheduled for completion during this first year. Progress on each of these objectives is discussed briefly in the following section.

1. Project staff consisting of Project Director, Project Coordinator, three Learning Coordinators, RA and secretary are placed under contract by 9/6/76.

The Project Director, Mr. Ronald L. Fritchley, was already under contract to Pioneer CESA when the VEA Part D award was granted. He is currently employed half-time on the EBCE project. The Project Coordinator, Ms. Carol Sue Chandler, was hired on September 8, 1976. The Resource Analyst, Ms. Gwendolyn "Dean" Adkins, was hired on September 27, 1976.

Two of the three Learning Coordinators had been placed under contract the previous April: Ms. Nancy Royal at Johnson High School on April 9, 1976, and Ms. Betty Childs at North Hall on April 30, 1976. The third Learning Coordinator, Ms. Dolly Rosato at East Hall, was hired on October 15, 1976. The project secretary, Ms. Ann Stamey, had been under previous contract to Pioneer CESA.

Evaluator Comments: Although several of the project staff were placed under contract after the anticipated date, they were all hired with sufficient time to adequately plan for the first year of operations.

2. EBCE Policy Advisory Committee operational by 9/20/76.

Persons representing business, labor, industry, government and the professions were selected to serve on the EBCE Policy Advisory Committee. A list of these members is presented below. Both male and female members were chosen. Letters of agreement to serve were received by Pioneer CESA for all members except for Mr. Carr, Dr. Jennings, Dean Sites, Mr. Jarrard, Mr. Allen and Mr. Massey. These members committed themselves verbally. Each member confirmed his/her membership by June 15, 1976.

PIONEER CESA's EBCE
POLICY ADVISORY COMMITTEE

Ms. Peggy Patton	Operations Supervisor Social Security Administration Gainesville, Georgia
Mr. B.C. Jarrard	Personnel Manager New Holland Mills Gainesville, Georgia
Dr. Hugh M. Mills, Jr.	President Gainesville Junior College Gainesville, Georgia
Mrs. Mildred Ables	Assistant Director of Nursing Education Hall County School of Nursing Gainesville, Georgia
Mrs. Frances McBrayer	Social Services Planner Community Development Program Gainesville, Georgia
Dean John E. Sites	Dean of the College Brenau College Gainesville, Georgia
Mr. Joe H. Allen	Compliance Officer Wage and Hour Division U. S. Department of Labor Gainesville, Georgia
Mr. Abit Massey	Executive Director Georgia Poultry Federation Gainesville, Georgia

Dr. Robert Jennings,DDS	Dentist Gainesville, Georgia
Mr. Sonny G. Freeman	Contractor Freeman Construction Company Blairsville, Georgia
Mr. Robert W. Jones	Jones Insurance Agency Blairsville, Georgia
Mr. Ben Carr	Attorney Blairsville, Georgia
Mr. Billy M. Decker	Vice President Union County Bank Blairsville, Georgia

The Policy Advisory Committee held its first meeting on November 11, 1976. All members were present except for Mr. Carr, Dr. Jennings, Mr. Jones, Mr. Freeman, Mr. Decker and Mr. Massey. The meeting agenda is presented below:

Agenda

EBCE Policy Advisory
Committee Meeting
November 11, 1976

I. Welcome and Introductions
II. History of EBCE
III. Orientation to Pioneer CESA's EBCE Project
IV. Student Objectives
V. Summary and Adjournment

At this meeting the Policy Advisory Committee endorsed the Pioneer CESA EBCE project. They also recommended the addition of at least one student and one parent to the Policy Advisory Committee. Dean John Sites, committee member from Brenau College, endorsed the EBCE student objectives as expecting a great deal from students. The committee then unanimously approved the student outcome objectives.

The next committee meeting was suggested for January 26, 1977 as part of the workshop on Sex Equality in Education and Employment.

Evaluator Comments: It appears that this committee is not only functioning, but will be useful to the Pioneer CESA EBCE project.

3. EBCE Curriculum Review Team operational by 10/1/76.

Eight persons agreed to serve on the Pioneer CESA EBCE Curriculum Review Team by October 25, 1976. A list of these members is presented below. Letters of agreement were received from each member except for Ms. Hinz.

Pioneer CESA's EBCE
Curriculum Review Team

Ms. Sue Evans	Georgia-South Carolina Supervisor Scholastic Magazine and Books Atlanta, Georgia
Mrs. Helen Greear	Architect Pioneer CESA Cleveland, Georgia
Ms. Sandra B. Collins	Director I Georgia Department of Human Resources Blairsville, Georgia
Dr. Richard A. Granum	Director of Career Education Milwaukee, Wisconsin
Ms. Cyndi Parish	Coordinator (Student) Adult Counseling University of Georgia Athens, Georgia
Dr. Jack Zealand	Adult Counseling Specialist University of Georgia Athens, Georgia
Ms. Kathy Hinz	Assistant Dean of Students North Georgia College Dahlonega, Georgia
Ms. Pam Parker	Coordinator, NIE R & D Product Utilization Project Pioneer CESA Cleveland, Georgia

Ms. Hinz, Mrs. Greear, Ms. Evans and Ms. Parker plus the Project Director (Ron Fritchley) and the Project Coordinator (Carol Sue Chandler) of the Pioneer CESA EBCE staff attended the first committee meeting on November 5, 1976. The agenda used for that meeting is presented below:

Agenda

PIONEER CESA's EBCE
CURRICULUM REVIEW TEAM MEETING

November 4, 1977

I. Welcome and Introductions
II. History of EBCE
III. Orientation to Pioneer CESA's EBCE Project
IV. Purpose and Objectives of Curriculum Review Team
V. Review of Publishers' Guidelines
VI. Strategies for EBCE Project Utilization
VII. Summary and Adjournment

At this meeting the committee decided to shift the date for the workshop on "Sex Bias and Sex-Role Stereotyping" to January 26-27, 1977 and rename this workshop as a workshop on "Sex Equality in Education and Employment." The committee also decided that the Project Director and Project Coordinator with assistance from the Adult Counseling staff at the Georgia Center for Continuing Education should prepare an appropriate agenda for this workshop. In the meantime, it was recommended by the curriculum Review Team that the Project Director and Project Coordinator should obtain a copy of Guidelines for Improving the Image of Women in Textbooks from Scott Foresman and Company to use as an interim guide for reviewing and/or preparing project materials to determine if these materials are sex biased or use sex-role stereotyping.

The next meeting was scheduled for either January 26th or 27th, 1977, with the Project Director and Project Coordinator keeping members appraised of progress.

Evaluator Comments: Only half of the committee members were present for the first committee meeting which failed to adequately complete its charge of developing procedures and guidelines "for review of (a) curriculum and instructional materials, (b) evaluation instruments, and (c) counseling techniques." However, the final product of this endeavor was not due until February of 1978.

4. EBCE learning centers are ready for students use by 11/1/76.

The project goal was to secure space at each participating high school which would provide:

a. exclusive use by the EBCE program
b. work/study area for students
c. conference/meeting space
d. professional and support staff work areas
e. storage space for student materials
f. learning materials and media storage space
g. telephone in learning center
h. access to copy machine
i. film viewing area

In addition, students were to have full access to the library/media center, career guidance center and all other remaining facilities within each participating school.

Separate learning centers were approved by each high school principal and vocational supervisor by mid-November, 1976. Size of the centers in available space ranges from 12 x 20 feet to 20 x 30 feet.

At East Hall and Johnson High Schools the learning centers are located adjacent to the library with easy access to library materials and resources. At North Hall High School, the learning center is located within 150 feet of the library. All three learning centers are used exclusively by EBCE. However, at Johnson High School the learning center also houses school audiovisual equipment calling for occasional interruptions by librarians and teachers.

Each center is equipped with a desk, telephone, tables and chairs, and cabinet space. A microfiche reader has been provided for use with Georgia Hi-Jive materials, a career information system developed by Georgians and localized to Georgia.

Evaluator Comments: This process objective is probably one which has been implemented less fully than any other. Although space was secured in each participating school, it was much less than desirable. As mentioned above, the space did not even meet the exclusive use requirement at Johnson High School. The work/study area was limited at each school, especially since there were not separate areas for active work and quiet study. It should be noted that the proximity of the library area in each school helped to mitigate this problem since students were free to study in the library area.

There were no professional and support work areas. Therefore, it was difficult to counsel and work with individual students or parents. Also, the media storage space was limited. Finally, all of the rooms were interior rooms with no windows and no direct external exit. Due to the nature of the EBCE program where students are encouraged to set their own schedules between school and community work, the coming and going of EBCE students is difficult and disruptive without a direct external exit.

However, this shortcoming of inadequate learning center space was not a revelation discovered by the evaluators. The entire Hall County school system is caught in a lack of adequate classroom space. The EBCE program was fortunate to obtain any separate space as many classes are being held in cafeterias and hallways. Unfortunately, this situation will probably not be fully remedied in the near future.

5. Project Planning Packages approved for students' use by 11/1/76.

The Project Planning Packages were developed by the Far West Laboratory. According to the authority granted by the Curriculum Review Team on November 5, 1976, these packages were reviewed by the Project Director and Project Coordinator and approved for student use by November 15, 1976.

6. Program materials printed and ready for student use by 11/15/76.

Six sets of Far West Laboratory handbooks were purchased, one for each EBCE staff member. Multiple copies of over 50 forms were printed by Pioneer CESA between November 12, and 23, 1976. All program forms and handbooks were made available to each Learning Coordinator and Resource Analyst by November 29, 1976. Additional instructional materials were acquired and made available. Textbooks, library resources, career guidance services, and audio-visuals were provided by the schools. Pioneer CESA has purchased career information systems (Georgia Hi-Jive), audio-visuals, reference material, and part-time aids.

Copies of the following forms have been placed in the record file:

1. Application for Admission
2. Career Decision-Making Rating
3. Career Information Checklist
4. Career Orientation Guide
5. Commerce Package Goal Checklist
6. Communications and Media Package Goal Checklist
7. Initial Planning Worksheet
8. Job Information Questionnaire
9. Levels of Student Involvement with Resources
10. Life Science Package Goal Checklist
11. Long-Term Plan
12. Open Your World to Students
13. Oral Communications Rating
14. Overview of Student Activities
15. Physical Science Package Goal Checklist
16. Progress Monitoring Worksheet
17. Project Sketch
18. Quantitative Skills Checklist

19. Reading Checklist
20. Request for Resource
21. Resource Information Sheet
22. Resource Log
23. Resource Pool Report
24. Resource Site Analysis Interview Checklist
25. Resource Site Analysis Worksheet
26. Social Science Package - Politics Goal Checklist
27. Student Activity Report
28. Student Enrollment Report
29. Student Orientation Objectives Checklist
30. Student Project Checklist
31. Student Project Plan
32. Student Project Plan - Goals, Indicators, and Evaluation
33. Summary of Students' Projects
34. Weekly Activity Schedule
35. Workshop Description
36. Writing Scale

Evaluator Comments: Most of the above forms have been printed with a distinctive Pioneer CESA Experience-Based Career Education logo. The staff has done a very good job in producing these documents.

7. Non-EBCE faculty members oriented to EBCE program by 10/15/76.

Non-EBCE faculty, administrators and support staff at the three participating high schools were oriented to the EBCE program between October 18 and November 15, 1976 through small group presentations and discussion sessions. In all, 78% (205 out of 260) of the teachers, counselors and administrators attended EBCE program presentations. A brief discussion of each of these sessions follows.

At North Hall, department heads, counselors and librarians met in small groups during the period of October 18-21, 1976. They were given an overview of the EBCE program by the Learning Coordinator followed by discussions of the purpose, history and staff roles by other EBCE staff members. Individual departments were invited and scheduled to attend these overview and question/answer sessions. Sixty-two percent of the faculty voluntarily attended one of these sessions.

Eighty-five percent of the faculty attended one of the sessions held at Johnson High School during the period of October 19-29, 1976. Department heads and librarians were provided with an EBCE overview by the Learning Coordinator, and other EBCE personnel on October 19 followed by individual department presentations the following day. EBCE was granted a special invitation to attend a meeting of the Career Guidance Project which is unique to Johnson High School, and presented an overview of the EBCE program followed by a question and answer session.

Utilizing an orientation strategy similar to North Hall, the EBCE program was presented to 82 percent of the East Hall faculty during the period of November 2-15, 1976. Department heads, counselors, and librarians were first oriented by the Learning Coordinator and other EBCE personnel followed by individual department presentations.

There has been limited school staff involvement since these initial orientation sessions, but a high degree of cooperation. This cooperation ranges from freely giving advice and suggestions to invitations for EBCE students to present projects to non-EBCE classes.

An administrative meeting was held on October 14, 1976, to present the EBCE program. The meeting was attended by Paul Peterson and Ralph Baker of the Far West Laboratory; the Project Director, Project Coordinator, Resource Analyst and the three Learning Coordinators; the Vocational Supervisors from Johnson High School, Union County High School and North Hall High School; the Curriculum Director, Supervisor of Language Arts, Director of Instruction and the Director of Career and Vocational Education from the Hall County Board of Education; Assistant Superintendent for Gainesville City Public Schools; the Curriculum Director and Superintendent from the Union County Board of Education; and, a reporter from the Gainesville Times.

8. EBCE Students recruited from three high schools for winter quarter by 11/1/76.

EBCE recruiting orientations for eleventh and twelfth grade students at each of the three high schools was completed by November 1, 1976. A total pool of 77 students expressed interest in the EBCE program.

Each of the three high schools employed combinations of at least 3 strategies for the orientation and recruitment of potential EBCE students. The recruitment strategies utilized by each school are discussed separately by school below. The selection process, in all cases, was the same and will be described with the recruitment at each school.

Johnson High School. An assembly of all seniors was held on October 27, 1976 at which time the Learning Coordinator presented a brief overview of the EBCE program. Interested students were invited to meet individually with the Learning Coordinator in the EBCE Learning Center. The following week the Learning Coordinator held small group presentations for all junior English classes. Again she requested that interested students meet with her individually to follow-up with specialized information. Twenty-three students made application.

East Hall. On October 21, 1976 a total of 270 EBCE information sheets were distributed to 5 junior and 4 senior homerooms. Interested students desiring additional information were instructed to sign a roster in their homeroom. Twenty students gathered in the EBCE Learning Center on October 22 to receive additional information. Of these 20, 17 made application to the program. Additional visits to the various homerooms by the Learning Coordinator and an EBCE information table displayed in the library served as follow-up strategies in the recruitment effort and resulted in 17 additional applications.

North Hall. The Learning Coordinator at North Hall High School used a combination of large group and small group orientations as well as information sheets for her recruitment. On October 25, 1976, the senior class was presented with an overview of the EBCE program by the Learning Coordinator. Interested students were instructed to contact the Learning Coordinator in the EBCE Learning Center.

On November 2, 1976 the information sheet developed and used by the East Hall Learning Coordinator was distributed to all junior class homerooms. By way of morning homeroom announcements juniors and seniors were invited to discuss the EBCE program with the Learning Coordinator at the Learning Center. At these follow up sessions, students were given the opportunity to make application for the program. Twenty students initially applied.

9. EBCE students randomly selected from pool of volunteers from each of the three high schools for winter quarter by 11/15/76.

From the pool of volunteers, students were selected for acceptance into each of the three programs by November 19, 1977. Since the selection procedure was unique at each of the high schools, they will be discussed separately.

Johnson High School

Transcripts on all 23 students who made application were obtained and reviewed by the Learning Coordinator. A policy that students must be approximately on schedule with credits in order to meet graduation requirements eliminated a few students. Several students who wanted or needed a special schedule course in the classroom chose to eliminate themselves temporarily. This left 10 seniors and 3 juniors (5 males and 8 females) for the EBCE student enrollment at Johnson High School.

The parents of these 13 students were invited to attend a group orientation the evening of November 18. During this session parental approval was obtained for data collection as well as program participation. Those parents unable to attend were contacted by telephone or by mail and written parental approval followed immediately.

East Hall

The transcripts of all 34 applicants were obtained and reviewed. Those behind in high school credits leading towards graduation were eliminated. Again several students chose to eliminate themselves by deciding to enroll in the program in the following quarter or to stay in their regular high school courses. This left 7 juniors and 6 seniors (4 males and 9 females) as EBCE program participants for the Winter Quarter.

The parents of these 13 students were invited to attend an EBCE program overview on November 16, 1976. The parents of 7 students were able to attend and all approved their child's participation in the program as well as for data collection. Parents unable to attend were contacted by telephone and written approval was obtained by November 23, 1976.

North Hall

Of the 20 students making initial application, 5 decided to wait until Spring Quarter for enrollment, 2 decided to go ahead and graduate early, 1 moved away, and 2 decided not to participate at all. The transcripts for the remaining 10 students were obtained and reviewed and all were admitted to the program (3 juniors and 7 seniors; 7 males and 3 females).

Each child's parents were contacted by telephone at which time the Learning Coordinator described the program and answered questions. A follow-up letter was mailed to each parent in order to facilitate written approval. All parents gave written approval for their child's enrollment in EBCE as well as for data collection.

All three schools had completed the student recruitment and final selection process by November 19, 1976 and were prepared to begin program implementation and operation on November 29 (first day of Winter Quarter). The total number of students to begin was 35. All three schools had on file the necessary signed parental consent forms for student participation and data collection. In addition, each student was covered by school insurance and any transportation problems had been resolved.

Evaluator Comments: The Learning Coordinators made a strong recruitment effort and were quite successful considering the limited time available for recruitment and the lack of previous program familiarity and exposure.

10. Sufficient employer/community resources developed by 11/15/76 to provide community experiences for EBCE students.

Following the first week of staff development and training (October 11-15, 1976) a list of possible resources was prepared and divided evenly among the staff. During the next three weeks, the 3 Learning Coordinators, the Resource Analyst, and the Project Coordinator, in a concerted effort, prepared guides for 20 resources. Beginning November 15 the Resource Analyst assumed the total responsibility for this task.

By November 15, 1976, 90 resources had been recruited to participate in the EBCE program. Forty of these resources had been analyzed and were operational. These resources, ranging from an individual person to large organizations having as many as 52 departments representing all levels of occupations, are listed on the following page:

1. City Manager - Ray Keith - City of Gainesville
2. Amerlab
3. New Holland Mill
4. Jerry Howard - Taxidermist
5. A & P Grocery
6. Social Security Administration
7. Minor Convalescent Home
8. Seahawk
9. Business and Professional Women's Club
10. Gainesville Parks and Recreation Department
11. Haynes Dairy Farm
12. Dundee Mills
13. Hall County School of Nursing
14. WDUN AM & TV, WWID FM
15. The Times
16. Gilleland Insurance and Real Estate
17. Woodlake Apartments
18. Georgia Printing
19. Riverside Pharmacy
20. Gainesville Art Center
21. Nathan Deal, Attorney
22. Kent's Greenhouse
23. Juvenile Court
24. Mintz Jewelers
25. Community Service Center
26. ALPINE Center
27. Northeast Georgia Medical Center
28. Equifax
29. Hall County Board of Education
30. First Presbyterian Kindergarten
31. Dr. L. L. Tilley, DDS
32. Georgia Mountains Child Development Program
33. WFOX
34. 52 Departments at North East Georgia Medical Center
35. Riverbend School
36. Hall County Training Center
37. Red Singleton - Chief of Police
38. Photo Reflections Studio
39. White Sulphur School
40. Woodson Tenant Laboratories

Thirty-three guides for Resource Persons, Resource Organizations, and Community Resources were written and distributed to the learning centers. As a variation from the FWL Model, the Pioneer CESA EBCE Program has chosen to key all resources to the 15 U.S.O.E. career clusters. After this decision was made, the project purchased 3 career information and guidance systems (Georgia Hi-Jive) that are localized to Georgia and based on the U.S.O.E. cluster system. By having access to a career information and guidance system and a resource pool that are based on a common element (15 U.S.O.E. clusters), each student's project plans can be keyed to several occupations in a cluster area. This gives the student an opportunity to explore various related occupations in one cluster as he/she completes a specific project.

11. One half-time paraprofessional clerk employed at each site by 12/1/76.

Paraprofessionals were employed at each school by January 17, 1977 when the aide began at East Hall. Previously, aides had been hired at North Hall (December 1, 1976) and Johnson High School (December 13, 1976). These aides were employed for 20 hours each week and are not under contract.

12. Programs begin at three high schools with a minimum of 10 students per site by 12/1/76.

On November 29, 1976 the EBCE program began at each of the three high schools. There were 10 students at North Hall, 12 students at East Hall and 13 students at Johnson High School.

13. EBCE students selected at three high schools for spring quarter by 2/15/77.

A total of 20 new students from the three participating Hall County High Schools were selected for participation during the Spring Quarter: 15 at North Hall, 7 at East Hall and 8 at Johnson High School. In addition, 21 students returned for a second quarter of participation, with 14 students leaving the program.

Evaluator Comments: The EBCE program had hoped to have at least 45 additional students accepted for admission before the Spring Quarter began on March 21, 1977, with an excess pool of student volunteers established for replacement of dropouts. The winter quarter was delayed for twelve days from March 9th due to a period of bad weather and subsequent school closing.

14. Sufficient employer/community resources developed by 3/15/77 to provide community experiences for increased number of EBCE students.

A total 102 resources had given either written or verbal agreement to participate in the EBCE program. Twenty new resources were developed and analyzed during this period.

These new resources are listed below:

1. Chicopee Mills
2. Dr. V.C. Lovell
3. Sheriff Ed England
4. Hall County Special Education
5. Electronic Sales
6. John K. Martin, DDS
7. Gainesville Junior College - Physical Education Department
8. U. S. Forestry Service
9. State Game and Fish Commission
10. L & M Crown Bridge

11. Dr. William Parrish
12. ASCS Office
13. Dr. Gerald Nix
14. Ray's Florist
15. First National Bank
16. Larry Daniel's Music
17. Lanier Area Vocational-Technical School Guidance and Counseling Department
18. Soil Conservation Service
19. Environmental Sanitation
20. Gainesville Junior College-Fashion Merchandising Department

Evaluator Comments: The EBCE staff reached its goal of recruiting at least 100 resources by March 15, 1977.

15. Non-EBCE faculty members oriented at Union County and Gainesville High School by 4/1/77.

The Gainesville High School Superintendent, Assistant Superintendent, High School Principal and Vocational Supervisor were oriented to the EBCE program at the Gainesville central office on January 5, 1977.

On February 14, 1977, six department heads and counselors at Gainesville High School were presented with an overview of the EBCE program. A brief history and basic elements of the program were presented by the Program Coordinator. Dean Adkins, Resource Analyst, Nancy Royal, Learning Coordinator at Johnson High School, and Lynn Smith, North Hall EBCE student, were also present to answer questions and provide different viewpoints.

On March 12, 1977, 43 faculty members from Gainesville High School were oriented to EBCE. An in-depth presentation was given to the program processes, student activities, and role of the Learning Coordinator and Resource Person. The meeting was coordinated by Keith Mathews, Vocational Director, and Curtis Segars, Principal. They and the EBCE Program Coordinator answered questions from the Gainesville High School faculty and staff.

The Union County School System has recently had a change of administration with a new Superintendent and a new Principal. Therefore, a change of contract was requested and granted to delay implementation at the Union High School until the Winter 1977-78 quarter.

16. Union County and Gainesville City High School EBCE staff identified by 4/8/77.

A verbal commitment was received from Terry Edmonds on March 18, 1977 to serve as the Learning Coordinator for Gainesville High School. Terry was formerly a substitute teacher for Gainesville.

Even though Union County will not begin its program until the second quarter of 1977-78, Judy Bardenwerper gave a verbal commitment on April 27, 1977 to serve as the Union County Learning Coordinator. Judy was a former teacher in Union County. Both Learning Coordinators begin officially on July 1, 1977.

Evaluator Comments: The goal was to have written commitments from prospective staff by April 8, 1977. However, telephone responses were logged and filed instead.

17. EBCE students selected for five high schools for fall, 1977 programs by 4/15/77.

As stated previously, the EBCE program will not begin at Union High School until after Winter Quarter, 1977.

Sixty-one students are currently enrolled for the fall quarter in the other four EBCE programs. There will be 11 students at Gainesville High, 14 at North Hall High, 15 at Johnson High, and 21 at East Hall High.

Various recruitment strategies were used. Students participating in EBCE during the Spring Quarter aided in recruitment at all schools. Presentations were made, information booths were set up, and memos and announcements were distributed to homerooms. Students were selected on the basis of attendance records and whether they were on schedule in credit acquirement. Learning Coordinators interviewed students individually to assure them of program objectives and requirements.

Parents were oriented in three of the four schools by mail, phone, or evening meetings. All parents of fall quarter students at North Hall, East Hall, and Gainesville had been contacted. Johnson students' parents were contacted by phone and mail during the summer.

Evaluator Comments: The program goal had been to recruit 30 students at each site for the fall quarter. However, an insufficient number were attracted to the EBCE program at all sites.

Inservice Training (Staff Development) Objectives. Of the five in-service training objectives, three were scheduled for completion during this first year. Progress on each of these objectives is discussed briefly in the following section.

1. Pre-operations staff development workshops completed by 11/12/76.

Two pre-operation staff development workshops were completed for six pioneer CESA EBCE staff members by November 12, 1976. The first 5 day session was held from October 11-15, 1976 and focused on orienting the staff to the FWL - EBCE model, providing training in resource development and student project planning, and assisting the staff to plan the design and implementation of the program. Two FWL consultants worked with the EBCE staff at the Pioneer CESA site. The first week's session included six key training activities.

A. What's Worth Knowing? -- a session in which the staff was asked to brainstorm their responses to the question, "What should a high school graduate know or know how to do?" They were then asked to prioritize their responses. Finally they discussed effective ways of learning those knowledges or skills they identified as "essential." The results of this activity were (1) a list of educational goals almost identical to the common goals of EBCE -- focusing on career development, life skills, and basic skills, (2) identification of areas of consensus and difference among staff members on the educational values discussed, and (3) recognition of the importance of the experiential ingredient in learning problem-solving, decision-making, interpersonal or other life skills, in learning about oneself and about careers, and in learning to apply basic skills in practical situations.

B. Program Overview -- a session in which the key characteristics and elements of the FWL-EBCE model were described and discussed so that the staff acquired the "big picture" and terminology needed to participate in other activities.

C. Student Program Walkthrough -- using a hypothetical student and examples of program forms, the process of student program planning, project planning, progress monitoring and credit assignment were illustrated and discussed.

D. Resource Development -- this activity was designed to prepare the entire staff to recruit and develop resources for the initial resource pool.

    1. Preparation: a simulated resource development interview was held with a FWL consultant role playing a resource and a staff member conducting the interview. The staff member explained the program and tried to identify what a student might do and learn while working with the resource person. The entire group was then asked to outline suggested learning activities for a "Resource Guide" and to critique the interview. The activity helped the staff grasp what they needed to know in order to answer the questions of a potential resource, and to understand the kinds of information they need to obtain to produce adequate Guides on resources for student and staff use.

    2. Practice: four appointments with potential resources in the local community were arranged by the EBCE staff before the consultants arrived. A FWL consultant led the interview, observed by three of the EBCE staff. The trainees then wrote Resource Guides based on the interview and both interview and Guides were critiqued. In

the next interview, a staff member led and was observed by a FWL consultant and three staff members. Again Guides were written and both the Guides and Interviews were critiqued. As a result of the Resource Development training activity, staff members actually began developing their resource pool, became confident in their ability to meet and deal with the business community, and learned to write interesting and realistic Resource Guides.

E. Project Planning -- each staff member was asked to plan a project he or she would be interested in pursuing, using the appropriate Project Planning Package as a reference. Trainers acted as LCs illustrating that role. Some of the facilitative behaviors of LCs were then discussed in a group session and the Project Plans were critiqued by the group. Since projects and packages are the key mechanisms for planning, organizing, monitoring and evaluating student experiences and learning, the staff needed a good grasp of these elements of the model as early as possible.

F. Program Implementation Planning -- the two FWL consultants held a session where the project staff outlined the program implementation plan for the next 2 months. This included what the program was to look like, what was needed to begin operation, who will do what by what deadlines.

The second 5 days of staff development was held from November 8-12, 1976. The 2 FWL consultants reviewed the program plans and progress, and planned an agenda with the staff based on the staff's problems and needs. This week was less standardized and more individualized than the first staff development session. As a result numerous individual sessions were held.

The following group activities were used for the staff to practice EBCE processes and confirm their knowledge and understanding of the program.

A. Student Program Planning -- using a hypothetical student, the FWL consultants led the group through the process of developing a student's long term plan and quarter program. The staff was asked to complete a Long Term Plan, a Physical Education Plan, overview of the student's program, and a Weekly Activity Schedule.

B. Credit Assignment and Use of Packages -- using several project Plans completed by students in other programs the consultants and each EBCE staff member assessed the plans by using the appropriate project planning package goals, goal checklists and the Project Checklists. The results were compared and discussed in terms of program criteria for acceptable projects and how these criteria should be applied.

2. Sex bias and sex-role stereotyping workshop for Pioneer CESA staff, EBCE staff, potential resources, and members of the community completed by 11/24/76.

On January 26 and 27, 1977, the Pioneer CESA EBCE project, in cooperation with the University of Georgia, hosted an awareness workshop that addressed the issues of sex bias and sex-role stereotyping in education and employment (see Appendix B for an agenda). The overall purpose of the workshop was to explore issues and practices involved in providing information concerning equality in education and employment opportunities. The immediate and long range goals of the workshop were:

Immediate Goals

1. Laundry list of coping behaviors that males and females can use to get along
2. Greater awareness of minority needs (women)
3. Clarification of the changing roles of men and women
4. Information gaining
5. Information sharing from all participants regardless of their perspective.
6. Get to know one another's names and have an enjoyable time during the conference

Long Range Goals

1. Total "equality" with individuality.
2. Give students skills for decision making into our curriculum
3. Open communication lines among those of us who will work together.

The workshop was structured to meet the needs and interests of three target populations: 1) local community leaders and professionals; 2) local school system personnel; and 3) Experienced -Based Career Education staff (including CESA staff). Time during the workshop was devoted to each of the populations in the following manner:

1. 25% time to all three groups
2. 25% time to local school system staff and EBCE staff members
3. 15% time to EBCE staff alone.

A list of participants for each of the two days is also exhibited in Appendix B. Five members of the Curriculum Review Team were involved in the workshop for both days. The purpose of this team is to assist in developing guidelines for reviewing curriculum and instructional materials, guidance and counseling practices, and evaluating instruments. Two of the members (Mrs. Helen Greear and Ms. Kathy Hinz) served as role models for one of the sessions.

Evaluator Comments: On recommendation of the EBCE Curriculum Review Team, the name of this workshop was changed from the "Sex Bias and Sex-Role Stereotyping Workshop" to "Sex Equality in Education and Employment". They also recommended delaying the workshop from an original date in late November of 1976 to January 26-27, 1977.

A formal meeting of the Curriculum Review Team had been scheduled to follow the workshop. This meeting had to be cancelled due to inclement weather and was later held on April 18, 1977.

3. Follow-up staff development workshops completed by 4/8/77.

Staff development activities for this period included two follow-up visits from Mr. Paul Peterson, Far West Laboratory Trainer.

The first technical assistance training follow-up was held January 17-20, 1977. Mr. Peterson met with each Learning Coordinator for a day to discuss program and student progress, and to answer any questions that arose in implementation up to that point. The Project Director, Coordinator and Resource Analyst also met with the consultant to discuss administrative and community concerns. The agenda for this training is given below:

Agenda

Follow-up Technical Assistance Training

January 17-20, 1977

I. Meet with LCs
    A. Schedule
        1. East Hall - Monday
        2. Johnson - Tuesday
        3. North Hall - Wednesday
    B. Discussion Topics
        1. Progress Monitoring
        2. Forms
        3. Questions on operations
II. Meet with Resource Analyst and Project Coordinator
    A. Meet Thursday morning
    B. Discussion Topics
        1. Community utilization
        2. Implementation/operations

The second session, March 14-18, 1977, provided Learning Coordinators an opportunity to sum up the quarter's activities with the consultant. The students at this time were making final project presentations. Mr. Peterson provided valuable input to the students and Learning Coordinators concerning project evaluation and progress monitoring. Mr. Peterson also met with the Resource Analyst and Project Coordinator to discuss community utilization and indexing resource guides. The agenda for these meetings appears on the following page.

Agenda

Follow-up Technical Assistance Training

March 14-18, 1977

- I. Meet with LCs
  - A. Schedule
    - 1. North Hall - Monday
    - 2. East Hall - Tuesday
    - 3. Johnson - Wednesday
  - B. Discussion
    - 1. Project evaluation
    - 2. Project forms
    - 3. Questions on operations
- II. Meet with Resource Analyst
  - A. Meet Thursday morning
  - B. Discuss
    - 1. Community utilization
    - 2. Index Resource Guides
- III. Meet with total staff Thursday Afternoon
- IV. Meet with Director and Project Coordinator Friday Morning

Third-Party Evaluation Objectives. All fourteen third-party evaluation objectives were scheduled for completion during the first year of operation. Progress on each of these objectives is discussed briefly in the following section.

1. Project goals and objectives clarified and methods of measurement agreed upon between Pioneer CESA and NWREL by 10/30/76.

Contract agreement was reached and signed by NWREL on October 4, 1976 and by Pioneer CESA on October 14, 1976.

2. Data collection and analysis plan constructed and agreed upon between Pioneer CESA and NWREL by 10/30/76.

An evaluation plan was constructed by the NWREL evaluation staff and submitted to Pioneer CESA on October 11, 1976. A copy of this evaluation plan is attached as Appendix A.

3. Instrument package assembled by 10/30/76.

A complete package of the instruments proposed for use by the evaluation plan was submitted to Pioneer CESA on November 1, 1976. A specimen set of the standardized instruments, including cost and ordering information, together with a camera-ready copy of all non-standardized evaluation instruments was included in this package. Each of the instruments is described within the evaluation plan, presented as Appendix A.

4. Procedures for collection of student baseline data prepared, reviewed, and implemented by 11/30/76.

Procedures for the student baseline data collection effort were included in the evaluation plan submitted to Pioneer CESA by NWREL on October 11, 1976. Baseline data was collected during pretesting and the initial site visit.

5. Procedures for collection of process data developed, reviewed, and implemented by 5/30/76.

Procedures for the collection of process data were included in the evaluation plan submitted to Pioneer CESA by NWREL on October 11, 1976. Process data was subsequently collected during each of the three site visits by the NWREL evaluation staff.

6. Student baseline data collection and analyzed for first group of EBCE students by 12/20/76.

Student baseline data were collected during the pretesting on November 29 and 30, 1976 and during the initial site visit the week of November 15. Pretest materials were submitted by Pioneer CESA on December 13, 1976 to NWREL and were reviewed for correct coding and scoring. These pretest data were then scored and keypunched by NWREL as designated in the evaluation design. Scored data were returned to Pioneer CESA on December 27, 1976 for all pretest instrumentation except for the FWL Writing Sample. These results were saved to be later analyzed and scored by independent raters together with the posttest FWL Writing Sample results to reduce the possibility of a time-of-year bias.

7. Comprehensive evaluation of student outcomes to be undertaken during the second year that is consistent with second year operational plans and includes instrumentation, data collection schedules and analysis plan by 4/30/77.

An evaluation plan for evaluation of the second year of EBCE implementation by Pioneer CESA was developed by the NWREL evaluation team and submitted to Pioneer CESA on August 5, 1976. A copy of this evaluation plan is included in Appendix C.

8. Student baseline data collected and analyzed for additional EBCE students by 4/1/77.

Student baseline data for additional students were collected during the spring quarter pretesting on March 21 and 22, 1977 and during a site visit the week of April 14. Pretest materials were submitted by Pioneer CESA to NWREL for scoring and were reviewed for correct coding and/or scoring. These data were then scored and keypunched by NWREL as designated in the evaluation design. Scored data were returned to Pioneer CESA on May 9, 1977 for all pretest instrumentation except for the FWL Writing Sample. The CTBS data had to be subsequently re-scored due to a data processing error and were returned to Pioneer CESA on May 20, 1977.

9. Post-Test data collected on EBCE students who have completed two quarters by 6/1/77.

Posttest data were collected on May 18-19, 1977 for students who completed two quarters of participation in the EBCE program. These data were subsequently submitted to NWREL for scoring and analysis on June 30, 1977.

10. Preliminary verification by NWREL that Pioneer CESA implementation is progressing towards a "high fidelity" demonstration of FWL EBCE model by 5/30/77.

The level of EBCE program implementation was assessed by administration of the EBCE Essential Characteristics Checklist and the EBCE Process Checklist during the site visits the week of April 14, 1977. The results on each instrument provide an excellent profile description of the EBCE program.

The EBCE Essential Characteristics Checklist identifies the basic policy and philosophical characteristics of an EBCE site. This instrument was administered to each of the Learning Coordinators at the three high schools after the first quarter of operation. Learning Coordinators rated each item in terms of both the EBCE program and the regular high school program. Separate results for each school are given in Appendix D. These results are summarized on the next page.

According to these self responses, the Learning Coordinators felt that after only one quarter of operation their EBCE programs were experience-based, built from the career activities of adults and placed major emphasis on the career development of students. In addition, the programs were individualized but could be strengthened to encourage students to play a more active role in the assessment process. The weakest program essential at mid-year involved the role of the program advisory board, which had not yet assumed an active stance. However, this board later became active and also added students to its membership.

	EBCE Program		Regular HS Program	
EBCE Essential Characteristics	Range	Mean	Range	Mean
I. EBCE is an individualized program				
A. Ongoing assessment of students	3-5	4.0	1-2	1.3
B. Student participation in assessment	3-4	3.7	1-2	1.3
C. Individual negotiation of student work	4-5	4.7	1-1	1.0
D. Integration of work and experience	4-5	4.3	1-3	1.7
E. Student accountability standards	4-5	4.7	2-3	2.7
*Total average	4.0-4.6	4.3	1.2-2.2	1.7
II. EBCE is a community-based program				
A. Community program input mechanism	4-4	4.0	2-3	2.7
B. Program advisory board role	2-3	2.7	1-2	1.3
C. Community participation with students	4-5	4.7	2-3	2.3
*Total average	3.3-4.0	3.7	1.7-2.3	2.1
III. EBCE is an experience-based program and is built from the career activities of adults				
A. Active, lifelike learning	5-5	5.0	1-1	1.0
B. Student responsibility	4-5	4.7	1-2	1.3
C. Primary resources for learning	5-5	5.0	1-1	1.0
D. Community learning activities	4-5	4.3	1-3	1.7
E. Adult reference population	4-5	4.7	1-1	1.0
F. Analysis of community learning	4-5	4.3	2-2	2.0
*Total average	4.3-4.8	4.7	1.1-1.7	1.3
IV. EBCE must have its own identity and must be comprehensive and integrated				
A. Special program processes	3-5	3.7	1-1	1.0
B. Special program requirements	3-4	3.7	1-3	1.7
C. Wide range curriculum	5-5	5.0	1-3	2.0
D. Interrelated curriculum areas	3-5	4.0	1-2	1.7
*Total average	3.8-4.8	4.1	1.0-2.1	1.5
V. The EBCE program places major emphasis on the career development of students				
A. Types of community learning	5-5	5.0	2-3	2.7
B. Learning, not earning	5-5	5.0	1-2	1.3
C. Career decision making emphasis	4-5	4.7	2-2	2.0
D. Student self-evaluation	4-5	4.7	1-2	1.3
*Total average	4.5-5.0	4.8	1.5-2.2	1.8

The EBCE Process Checklist was administered to two of the Learning Coordinators during the same site visit. The third Learning Coordinator took ill on the day of administration and completed the checklist a few days later. This checklist was designed to identify variations in procedures used in operating the EBCE program. This process checklist consists of four sections: 1) EBCE objectives, 2) management and organization processes, 3) curriculum and instruction processes, and 4) student services processes. Each section contains separate items. Separate item results for each school are given in Appendix E. These results are summarized below.

Each of the EBCE learning objectives was being used with at least some of the students at each of these sites. Two of the sites were using nine of the 14 objectives with all students. One of these sites utilized student advisory groups and project seminars while the other site also used group projects and independent study using programmed materials.

The third site reported that it was using each objective with all of the students.

No minimum number of student projects was required at one site; one site required 20 hours of projects per quarter; and, the other site was requiring two projects each quarter. At one site both students and staff selected project topics, determined project objectives and activities and evaluated the results. At the two other sites, only students selected project topics.

Three orientation levels were required of each student at two sites and one orientation level was required at the other. At one site, staff and students jointly selected orientation sites while students alone selected them at the second site and EBCE staff selected them at the third site. Orientation levels averaged three hours at one site, four hours at the second and sixteen at the third.

Exploration levels were also required of students with one site requiring four explorations, one site requiring one or two explorations and the other site only one exploration. The average length of explorations was 20 hours at one site and 40 hours at the other two sites. Exploration sites were selected by EBCE staff at one site, by students at a second site and by both EBCE staff and students at the third site.

One investigation level activity was required of all students at one site, but was optional at the other two sites. These investigations ranged from 30-50 hours at one site to 60 hours at a second site to 50-100 hours at the third site.

One site planned to hold eight resource seminars this year, while the other two sites planned only half as many.

Student recruitment was aimed at a cross section of students and conducted using group presentations, recruitment booth operated by students, posters, newspaper articles, announcements to students and word of mouth by EBCE students and teachers. The actual students recruited were "above average, concerned about what they want to do after high school" at one site and "all types of students--different IQ levels, different motivation levels" at a second site.

All or almost all students were taking courses at the local high school. In addition, they were allowed to take courses at resource sites or on the postsecondary level, although only one student had done so by the end of the first quarter of operation.

Staff members contacted parents by telephone, but did not regularly schedule individual parent conferences. All sites stated they had accountability systems with clearly defined expectations and consequences with two of the three sites using the FWL Program Handbooks in their assessment process.

Evaluator Comments: The project has made excellent strides at achieving a "high fidelity" demonstration of the FWL EBCE model. Ellen Lyles, USOE Program Officer for Region IV, stated in her "First Year Site Visit Report" (June 8, 1977): "In summary, the evaluator (Miss Lyles) commends Pioneer CESA for implementing a very successful experience-based career education project for the first year and recommends that it be funded for the second year."

11. Evaluation summary on attainment of implementation objectives, including tabular description of baseline data, by 6/30/77.

A summary of the results obtained from administration of the EBCE Essential Characteristics Checklist and the EBCE Process Checklist were included in an Interim Third Party Evaluation Report submitted to Pioneer CESA in April, 1977. A copy of this interim report is included as Appendix F.

12. Analysis of Pre-Post data and draft final evaluation report for year one completed by 8/1/77.

Post test data was received by NWREL for scoring and/or keypunching in early July. These data were scored and returned to Pioneer CESA before the end of the month. Data analysis of the pretest/posttest data was begun in late July and completed within about four weeks. During the same time, the primary evaluation unit member for this third-party evaluation and senior author of this document accepted a change of employment necessitating a move to the East Coast. This change of position caused a delay in the writing of this report until late September. Therefore, the draft was not submitted to Pioneer CESA for their review until mid-October.

13. Pioneer CESA reviews and comments on draft final evaluation report by 9/1/77.

The Pioneer CESA staff reviewed the draft of the final evaluation report and returned their comments to NWREL by the end of October, 1977. These comments were incorporated into the final evaluation report.

14. NWREL submits final evaluation report and a 3 to 5 page summary to Pioneer CESA completed by 10/15/77.

Twenty-five copies each of a 4 page evaluation summary and the bound final evaluation report were submitted to Pioneer CESA by mid-November.

Outcome Objectives

Measurable student outcome objectives were specified as the resultant student outcomes from participation in a fully operational EBCE program. Although these outcomes are tentative and subject to review and modification by the Policy Advisory Committee in future years, they form the basis for outcome measurement during the first year of program operation at the three Hall County high schools. Student outcome objectives were developed in the program areas of Career Development, Basic Skills, Life Skills, and General Program outcomes. These objectives will be discussed by program area.

The standardized instruments used to assess these outcomes were the Comprehensive Test of Basic Skills (CTBS), Student Attitude Questionnaire (SAQ), FWL Writing Sample, EBCE Semantic Differential and Psychosocial Maturity Scale (PSM). Non-standardized instruments include the Staff Rating Form, Staff Questionnaire, Student Background Questionnaire and Student End-of-Year Questionnaire. Responses to each of these nonstandardized instruments are included in Appendices G-J.

Career Development Outcomes. There were four objectives in this program area. Attainment of each objective is discussed briefly in the following section.

1. Students will increase their knowledge of their own abilities, aptitudes, and interests and apply this information to the formation of tentative career and educational hypotheses.

Four instruments were used to assess this objective: Student Attitude Questionnaire (SAQ), FWL School Opinion Scales, Student End-of-Year Questionnaire, EBCE Staff Questionnaire and Staff Rating Form.

The SAQ is completed by students and contains four sections: I. New Mexico Career Oriented Activities Checklist, II. FWL School Opinion Scale, III. RBS Career Planning Attitudes Scale, and IV. RBS Attitudes Toward Self Scale. The first two sections are at least inferentially relevant to this outcome objective.

The NM Career Oriented Activities Checklist is a standardized instrument which can be used to estimate standing and growth in career-related activities. Pretest and posttest means and standard deviations for each high school site are shown in Table 1. A two-way analysis of covariance showed that the obvious pretest to posttest gains were highly significant (F=20.7), df = 1 and 32, p < .0001). Also, the differences between the sites were significant (F=12.7, df = 2 and 32, p < .0001).

TABLE 1

MEANS AND STANDARD DEVIATIONS FOR THE
NEW MEXICO CAREER ORIENTED ACTIVITIES CHECKLIST

	Pretest		Posttest	
Site	Mean	Std.Dev.	Mean	Std.Dev.
A	25.8	4.8	36.5	10.2
B	16.7	3.8	25.0	2.8
C	27.9	7.6	36.3	4.4

The FWL School Opinion Scale yields attitude scores in four areas: decision-related, school-related, peer-related and staff-related. The growth exhibited by students in their decision-related attitudes is applicable to this objective. Pretest and posttest means and standard deviations on this scale are shown in Table 2.

TABLE 2

MEANS AND STANDARD DEVIATIONS FOR THE
DECISION-RELATED ATTITUDES SCALE OF THE
FWL SCHOOL OPINION SCALE

	Pretest		Posttest	
Site	Mean	Std.Dev.	Mean	Std.Dev.
A	30.8	5.4	30.7	6.9
B	32.0	3.8	31.2	2.5
C	35.4	6.2	34.3	5.9

As shown above there was very little difference between these means, which resulted in a non-significant gain from pretest to posttest and between sites (all F's < 1).

The Student End-of-Year Questionnaire asked students whether there were any jobs that last year seemed interesting that now did not match their interests or abilities. Half of the students indicated that there were. Reasons given for the change in jobs of interest were "advice from someone who works at the job" (11 percent; more than one response could be indicated), "information obtained from reading about the job" (16 percent), "experience in observing or trying out the job" (32 percent), change of interests (32 percent) and other reasons (5 percent). Also on the Student End-of-Year Questionnaire students rated the EBCE program as very helpful (4.7 on a five point scale) in helping them to learn how their "interests and abilities fit into potential careers."

The EBCE Staff Questionnaire was completed by each of the Learning Coordinators plus two project administrators. In addition to other items, this instrument obtains ratings on the helpfulness of EBCE experiences in helping students complete various activities.

The Learning Coordinators rated the EBCE experiences as very helpful in helping students to "learn how their interests and abilities fit into potential careers" (average of 4.7 on a five point scale), while the project administrators rated these experiences as somewhat less helpful (average of 4.0). See Appendix J for ratings of each activity on this instrument.

The EBCE Staff Rating Form was administered to each of the three Learning Coordinators plus the Project Director, Project Coordinator and Resource Analyst. The instrument required respondents to rate each of the fourteen outcome objectives as to their importance and effectiveness on a five point scale, with "5" as the highest rating. This first objective was rated as important for EBCE students by both the Learning Coordinators (average of 4.3) and other project staff (average of 4.7). However, the degree of effectiveness achieved on this goal was rated only 3.3 by the Learning Coordinators and 3.0 by the other project staff. See Appendix I for complete ratings.

Evaluator Comments: It appears that this objective has achieved at least partial success, but will need expanded emphasis during the coming year. The results on the New Mexico Career Oriented Activities Checklist and the Student End-of-Year Questionnaire confirm the success of the EBCE program in providing career-relevant activities to students.

2. Students will increase their abilities to analyze careers and career opportunities in terms of potential life style, educational requirements, and availability of preparation opportunities.

The instruments to assess this objective were the New Mexico Career Oriented Activities Checklist section of the SAQ, Student End-of-Year Questionnaire, Staff Questionnaire and Staff Rating Form. The successful results obtained on the New Mexico Career Oriented Activities Checklist have already been discussed under the first objective.

Students were asked on the Student End-of-Year Questionnaire what aspects of their learning experience this year influenced their choice of potential careers. Allowed to mark as many as applied, only one student (5 percent) marked "none", while 37 percent marked that they "talked to teachers or a counselor," 53 percent indicated they "talked with relatives or friends," 58 percent "read about the jobs", 63 percent "had experience in observing or trying out the jobs", 79 percent "talked to people who work at the jobs," and 12 persons wrote in other reasons.

Also on the Student End-of-Year Questionnaire students indicated that their EBCE experiences were very helpful in helping them "to learn what to look at in considering a job" (average of 4.6 of a five point scale). On the Staff Questionnaire, the Learning Coordinators felt that the EBCE experiences were helpful in helping students to learn "to analyze potential jobs" (average of 4.3), while the EBCE administrators rated these experiences only slightly less helpful (average of (4.0).

The Learning Coordinators rated the importance of this outcome objective on the Staff Rating Form as very important (average of 4.3 out of a possible 5) while the project administrators rated this objective even higher (average of 4.7). The Learning Coordinators rated effective achievement of this goal at an average of 4.0, while the project administrators rating was 3.7.

Evaluator Comments: The program is making very good progress on this objective as evidenced by comments by both students and staff.

3. Students will develop the general skills of job finding, job application, on-the-job negotiation and dependability necessary in daily work interactions.

The Student Background Questionnaire, Student End-of-Year Questionnaire, Staff Questionnaire and Staff Rating Form were used to assess this objective. At the beginning of the program students were asked on the Student Background Questionnaire how sure they were of the "steps to prepare for and enter the job which you would most like to hold after graduation." Six percent of the students did "not know where to begin," half had "some idea" and 38 percent thought the steps were "pretty clear." Only six percent thought the steps were "quite clear." By the end of the year after two quarters of participation in the EBCE program, five percent still did "not know where to begin." However, 21 percent had "some idea," 32 percent thought the steps were "pretty clear" and 42 percent thought the steps were "quite clear."

For these selected jobs, 28 percent were "not sure" they would be able to complete the necessary job entry steps when questionned at the beginning of the year. By the end of the year only 16 percent felt they were not sure they would be able to complete these steps.

There were four rating items on the Student End-of-Year Questionnaire which are relevant to this objective. Students rated EBCE as helpful in helping them "to learn how to find and keep a job" (average of 3.9 out of 5), "to feel prepared to accept adult responsibilities" (average of 4.3), and "to take responsibility for their own actions" (average of 4.3). Students rated EBCE as very helpful in helping them "to become acquainted with a broad range of resources to use in gathering information for work and decision making" (average of 4.5).

Three items on the Staff Questionnaire were also relevant to this objective. Two of the Learning Coordinators rated the EBCE experiences as helpful in helping students to "learn how to find and keep a job," but the third Learning Coordinator rated this item as only moderately helpful. These same ratings were given for items related to the helpfulness of EBCE experiences to help students "take responsibility for their own actions" and "feel prepared to accept adult responsibilities." The EBCE administrators rated the EBCE program as very helpful in helping students to "take responsibility for their own actions," but only as helpful on the other two items.

Finally, the Learning Coordinators and EBCE administrators rated the importance and effectiveness of this objective on the Staff Rating Form. The Learning Coordinators rated this objective as important and effectively implemented (both 4.0 average out of 5). The administrators rated this objective as highly important (average of 5.0), but not as effectively implemented (average of 3.7).

Evaluator Comments: It appears that this objective is being effectively implemented with good success.

4. Students will increase their knowledge of social, governmental, and economic issues and trends in the world of work.

The Student End-of-Year Questionnaire, Staff Questionnaire and Staff Rating Form were used to assess this objective. Three items from the Staff Questionnaire relevant to this objective were rated by the Learning Coordinators and EBCE administrators. The Learning Coordinators and administrators rated the EBCE experiences as being only moderately helpful in helping students to "understand the role of science in our society today" and to "learn how society's values, the government and the economy affect the world of work" (averages of 3.3 and 3.0, respectively, on each item). However, two of the Learning Coordinators rated the latter item as helpful, while the other one rated it as not helpful. On the third item, the Learning Coordinators and administrators rated the EBCE program as helpful in helping students to "understand the democratic process" (average of 4.3 and 4.0, respectively).

The Student End-of-Year Questionnaire had a number of items relevant to this objective. Students rated their EBCE experiences as helpful in helping them "to understand the democratic process" (average of 3.6 out of 5) and to "learn how society's values, the government and the economy affect the world of work" (average of 3.8). Thirty-two percent of the students with complete data attended public meetings, 58 percent went to visit the courts and 5 percent visited the State Legislature as part of their EBCE experience.

Students responded to ten questions which were taken from the Assessment of Career Development test developed by Prediger, Roth and Westbrook. Percentage of students at each site responding correctly to each item are given in Table 3. All students correctly responded to item 7, but only 12 percent got item 4 correct. On three of the items less than half of the students marked the correct response. On three other items more than three-quarters of the students marked the correct response.

On the EBCE Staff Rating Form, the Learning Coordinators rated this objective as only moderately important (average of 3.0 out of 5) and somewhat less than effectively implemented (2.7). The EBCE administrators rated this objective as important (3.7) and moderately implemented (3.3).

TABLE 3

RESPONSES TO ASSESSMENT OF CAREER DEVELOPMENT TEST ITEMS BY SITE

Statement (Correct answer: A=agree, D=disagree	Percentage Responding Correctly Site A	Site B	Site C	Overall
1. Most persons remain in the same job throughout their adult lives (D)	33	50	86	58
2. Few women work outside of the home after marriage (D)	67	67	86	74
3. Less than one-third of all job openings require a college degree. (A)	33	67	29	42
4. Most people have the ability to do well in any job if they set their minds to it. (D)	33	0	0	12
5. There is only one "right job" for a person in terms of his/her abilities. (D)	83	83	86	84
6. The unemployment rate of 20-year-olds in the labor market is usually less than the rate for other adults. (D)	33	50	71	53
7. The State Employment Service Office provides free information about job openings and job training programs. (A)	100	100	100	100
8. Apprentices are paid while they learn. (A)	100	50	86	79
9. The English and math skills of freshmen are about the same from one college to another. (D)	33	83	71	63
10. Ten years from now most jobs will require four or more years of college. (D)	33	33	43	37

Evaluator Comments: This objective has only been moderately implemented with a limited amount of success.

Basic Skills Outcomes: There were four objectives in this program area. Attainment of each objective is discussed briefly in the following section.

1. Students will be able to perform applied skill tasks related to careers of interest to them.

The Staff Questionnaire and Staff Rating Form were used to assess this objective. Results on the Comprehensive Test of Basic Skills could also be used, but are more relevant to the following objective.

According to the Learning Coordinators by their responses on the Staff Questionnaire, the EBCE experiences were helpful in helping students to "learn the basic skills necessary for the careers that interest them" (average of 4.3 on a 5 point scale). The EBCE administrators rated this item somewhat lower (average of 3.5).

This objective was rated as moderately important by both the Learning Coordinators (average of 3.3 out of 5) and the EBCE administrators (average of 3.5). The Learning Coordinators rated this objective as being moderately effective in its implementation (average of 3.3), with two of the administrators rating it as being effectively implemented (average of 4.0) and the other administrator indicating that this objective was not implemented at all.

Evaluator Comments: The difficulty in implementing and assessing this objective is obvious. However, it appears this EBCE project has been at least partially effective in achieving its goal.

2. Students will improve their performance level of the Basic Skills (reading, writing, oral communications and mathematics).

The Student End-of-Year Questionnaire, Comprehensive Test of Basic Skills (CTBS), FWL Writing Sample, Staff Questionnaire and the Staff Rating Form were used to assess this objective. The Student End-of-Year Questionnaire contained four items relevant to this objective. Students rated their EBCE experiences as not very helpful in helping them to improve their math skills (average of 2.6 out of 5) to moderately helpful in helping them to improve their reading skills (average of 3.4) to helpful in helping them to improve their writing skills (average of 3.7) to very helpful in helping them to improve their oral communications skills (average of 4.6).

The staff rated the same items on the Staff Questionnaire. The Learning Coordinators and EBCE administrators rated the helpfulness of EBCE experiences in helping students to improve their reading skills (average of 3.3 and 3.0, respectively on a 5 point scale), math skills (average of 3.0 for each group) and written skills (average of 3.3 and 3.5, respectively). They rated the helpfulness of EBCE experiences in helping students to "improve their oral communication skills" as much more helpful: an average of 4.3 for the Learning Coordinators and 4.5 for the administrators. However, it should be noted that in all instances except for the administrator rating on oral communication skills there were scores by raters which differed by at least two points on a five point scale. Whether these discrepancies imply real differences between the school sites, differing perceptions of the results of the EBCE program or unrealiability of the rating scale is unclear.

The Comprehensive Test of Basic Skills (CTBS) was used to measure EBCE student growth in basic skills. Three subtests were administered at both the beginning and end of the year: Reading Comprehension, Arithmetic Concepts and Arithmetic Applications. Pretest and posttest means and standard deviations for each site are given in Table 4 on the following page. Data are reported as both Expanded Standard Scores and Normal Curve Equivalents. Large gains were not expected due to the short period between pretest and posttest. The changes from pretest to posttest were not significant for either. Arithmetic Concepts ($F=1.23$, df = 1 and 32, N.S.) or Arithmetic Applications ($F < 1$). However, the gain on Reading Comprehension approached significance ($F=2.20$, df=1 and 32, $p < .15$).

Another way to examine these scores is in terms of percentiles. Since neither raw scores nor percentiles are equal interval scales, a new metric has been developed called Normal Curve Equivalents, or NCEs.[1] NCEs are a type of standard score which are normally distributed, range from 1 to 99, have a mean of 50 and a standard deviation of 21.06. The Expanded Scale Score of the CTBS is not normally distributed across the grades of these EBCE students.

These NCE scores can be averaged and converted to percentiles which represent this average performance. Students who maintain their standing relative to their peers should stay at the same percentile. Any gain in NCEs represents a gain in status. Results expressed in this way show gains in both Reading Comprehension and Arithemetic Applications. Gains of approximately one-third of a standard deviation occurred at each site in Reading Comprehension and at Site A in Arithmetic Applications. There was little change in percentile status on Arithmetic Concepts.

Multivariate tests were also run on the differences between high school sites. These differences were significant for Reading Comprehension ($F=6.93$, df=2 and 32, $p < .01$) and Arithmetic Applications ($F=6.18$, df=2 and 32, $p < .01$) but only approached significance for Arithmetic Concepts ($F=2.23$, df=2 and 32, $p < .13$). These differences are really apparent by observing the means in Table 4. At pretest time, Site A students consistently outscored the students at Site C who in turn out scored the Site B students. These differences also appear at posttest time.

Evaluator Comments: That any gains at all were possible is surprising considering the pretest scores due to the caliber of students. At pretest time 63 percent of the students received grade equivalent scores of 13.6 on the Reading Comprehension subtest, the highest possible score on this top level of the CTBS. With students scoring like college students at the

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[1] Tallmadge, G. Kasten. Interpreting NCEs. ESEA Title I Evaluation and Reporting System, Technical Paper No.2. Mountain View, California: RMC Research Corporation. October, 1976.

TABLE 4

PRETEST AND POSTTEST MEANS FOR SUBTESTS OF THE COMPREHENSIVE TEST OF BASIC SKILLS

		Pretest				Posttest				
Subtest	Site	ESS Mean	Std. Dev.	NCE Mean	Percentile	ESS Mean	Std. Dev.	NCE Mean	Percentile	NCE Gain
Reading Comprehension	A	747.3	166.3	63.4	73.8	791.0	113.3	70.2	83.1	+6.8
	B	613.2	85.6	43.2	37.3	660.2	76.3	49.9	49.8	+6.7
	C	737.6	66.1	63.6	74.1	790.3	64.1	71.0	84.1	+7.4
Arithmetic Concepts	A	736.0	94.7	65.8	77.4	677.3	134.1	65.3	76.6	-0.5
	B	583.5	128.5	40.1	31.9	580.7	95.4	38.7	29.6	-1.4
	C	676.0	42.1	55.5	60.3	586.6	259.6	57.9	64.6	+2.4
Arithmetic Applications	A	709.8	114.5	52.6	54.9	705.0	164.0	61.6	70.9	+9.0
	B	502.5	46.1	28.8	15.7	531.5	95.0	32.5	20.3	+3.7
	C	588.0	92.6	43.2	37.3	513.0	239.2	43.5	37.9	+0.3

end of their freshman year and so close to the test ceiling level at pretest time, there was little opportunity for students to exhibit a gain in basic skills. Fifty-three percent of the students also had maximum grade equivalent scores on the Arithmetic Concepts subtest, but only 21 percent did on the Arithmetic Applications subtest.

The FWL writing sample was developed by the Far West Laboratory (FWL) for Educational Research and Development to measure student progress in written communication. A student writing sample was obtained using equivalent topics of the students' choosing at pretest and posttest times. Each student was required to write and complete at least one side of a lined sheet of paper. Two readers were employed by NWREL to score each essay at the end of the year, with student name and test date removed. The average of the two readers' ratings was used for each of two scores. Scale 1, Mechanics of Writing, consisted of five clearly defined rating descriptors ranging from a low of 1 to a high of 5. The second scale, Effectiveness of Communication, consisted of four clearly defined rating descriptors ranging from a low of 1 to a high of 4.

Pretest and posttest means and standard deviations on this instrument are given in Table 5. As could be expected by looking at the means, there was no significant change in scores from pretest to posttest on either Mechanics of Writing ($F< 1$) or Effectiveness of Communication ($F< 1$). However, there was a significant difference between the school sites on both Mechanics of Writing ($F=15.3$),ddf=2 and 32, $p < .001$) and Effectiveness of Communication ($F=7.2$, df=2 and 32, $p < .002$). Students at Site C received higher ratings on both scores than Site A students, who in turn scored higher than Site B students.

TABLE 5
PRETEST AND POSTTEST MEANS AND STANDARD DEVIATIONS
FOR THE FWL WRITING SAMPLE

		Pretest		Posttest	
Score	Site	Mean	Std. Dev.	Mean	Std. Dev.
Mechanics of Writing	A	3.9	.80	3.8	.69
	B	3.2	.26	3.0	.32
	C	4.0	.29	4.3	.39
Effectiveness of Communication	A	3.4	.97	3.4	.66
	B	2.6	.38	3.0	.32
	C	3.6	.38	3.6	.56

As with all program outcome objectives, the EBCE Learning Coordinators and administrators rated this objective on the Staff Rating Form. The Learning Coordinators rated this objective as important (average of 4.0 on a 5 point scale) while the EBCE administrators rated it as very important (average of 5.0). Both the Learning Coordinators and administrators rated effectiveness of implementation of this objective as only effective (averages of 3.3 and 3.0, respectively).

Evaluator Comments: Both staff and students rated the EBCE program as most helpful in helping students with their oral communications skills. No standardized instrument was used to verify this outcome as this area is difficult to assess. Writing skill improvement was rated next. However, the results on the FWL Writing Sample do not confirm the rating form and questionnaire results. Reading skills were rated third and mathematics skills last. These outcomes were supported by the CTBS results. From these findings, one could infer that the FWL Writing Sample may be inadequate as an instrument to measure improvement in writing skills. The causes for this deficiency may be due to the instrument procedures, the scoring methods or a combination thereof. Comparison of EBCE student progress with that of control group progress on subsequent years of evaluation should provide an answer to this question and to the comparative performance of EBCE students on basic skills.

3. Students will become aware of the level of Basic Skills needed to enter careers of interest to them and will understand the relationship of that level to their current Basic Skills proficiency.

Three survey instruments were used to assess this objective: Student End-of-Year Questionnaire, Staff Questionnaire and Staff Rating Form. On the Student-of-Year Questionnaire there were two rating items relevant to this objective. Students rated their EBCE experiences as very helpful in helping them "to learn the basic skills necessary for the careers that interest them (average of 4.4 out of 5) but only helpful in helping them "to know what level of basic skills proficiency is required for these jobs (average of 3.9).

Both the Learning Coordinators ans EBCE administrators agreed with the students as they rated EBCE experiences as helpful in helping students to "know what level of basic skills proficiency is required in the jobs of interest to them" (average of 4.3 and 3.5, respectively) on the Staff Questionnaire.

The Learning Coordinators rated this objective as important (average of 3.7) while the EBCE administrators rated it as very important (average of 5.0). Both the Learning Coordinators and administrators rated the implementation of this objective as only moderately effective (averages of 3.0 and 3.3, respectively.

Evaluator Comments: Both EBCE students and staff members rated attainment of this objective as helpful, but the staff rated the objective as not fully implemented.

4. Students will demonstrate an increased willingness to apply Basic Skills to work tasks and to avocational interests.

Four instruments were used to assess this objective: Student Background Questionnaire, Student End-of-Year Questionnaire, Staff Questionnaire and Staff Rating Form. An item on the Student Background Questionnaire and comparable item on the Student End-of-Year Questionnaire were asked of students at the beginning of the year and again at the end of the year: "How many pamphlets, brochures, manuals or magazine articles did you read this past school year?" The responses to this question are summarized in Table 6. There was little change in response to this item.

TABLE 6
PRETEST AND POSTTEST PERCENTAGE RESPONSES ON NUMBERS OF PAMPHLETS, BROCHURES, MANUALS OR MAGAZINE ARTICLES READ

Number Read	Year Prior to Entering EBCE	During EBCE Participation
none	0%	0%
1 to 5	11%	5%
5 to 10	6%	12%
11 to 20	17%	16%
21 to 30	6%	16%
More than 30	61%	53%

The Student End-of-Year Questionnaire asked three other questions about student reading habits. Responses indicated that each student read at least one book, not counting textbooks, during the year. Twelve percent read "1 or 2", 21 percent read "3 to 5", 26 percent each read "between 6 and 10" and "between 11 and 20," and 16 percent read "more than 20." Regarding newspapers, 12 percent reported never, or almost never, reading the newspaper, 32 percent reported reading the newspaper at least once or twice a week and 58 percent reported reading the newspaper almost every day. For the 89 percent who reported reading the newspaper at least once a week, 26 percent reported reading at least four different newspaper sections and 37% reported reading at least seven sections.

Students also reported on the Student End-of-Year Questionnaire that their EBCE experiences were helpful in helping them "to gain confidence in (their) ability to apply basic skills to complete tasks and to solve problems" (average of 4.1 on a 5 point scale). Both the Learning Coordinators and EBCE administrators rated a similar item at the same level (averages of 4.0 each group). However, each of these averages consisted of quite disparate individual scores, differing by as much as 2 points on a 5 point scale.

The Learning Coordinators rated this objective as important (average of 3.7 on a 5 point scale), but the EBCE administrators rated it as very important (average of 4.7). Both the Learning Coordinators and EBCE administrators rated this objective as only moderately implemented to effectively implemented (averages of 3.3 and 3.7, respectively).

Evaluator Comments: This objective is also very difficult to evaluate. However, both students and staff reported that EBCE experiences were helpful in this area.

Life Skill Outcomes. There were three objectives in this program area. Attainment of each objective is discussed briefly in the following section.

1. Students will increase in their ability to inquire, use critical thinking, and the problem-solving process.

The Student End-of-Year Questionnaire, Staff Questionnaire and Staff Rating Form were used to evaluate this objective. All three relevant items on the Student End-of-Year Questionnaire were rated as areas in which EBCE experiences were helpful. The items were helping students "solve problems logically" (average of 4.4 on a 5 point scale), "develop (their) own creativity" (average of 4.2) and "use information obtained through direct experiences in making decisions" (average of 4.1).

The Learning Coordinators and EBCE administrators rated four similar items on the Staff Questionnaire. These items and ratings appear in Table 7. Each of these items was rated as helpful or very helpful.

TABLE 7
AVERAGE QUESTIONNAIRE RESPONSES ON ITEMS RELEVANT
TO LIFE SKILLS OBJECTIVE ONE

Item (1="of little or no help"; 5="Very helpful"	Learning Coordinators	EBCE Administrators
How helpful have EBCE experiences been in helping to:		
Solve problems logically	4.3	4.5
Develop their own creativity	4.0	5.0
Become acquainted with a broad range of resources to use in gathering information for work and decision making	5.0	4.5
Use information obtained through direct experiences in making decisions	4.7	4.0

The Learning Coordinators rated this objective as important (average of 3.4 on a 5 point scale) while the EBCE administrators rated it as very important. Both groups of staff members thought the objective was effectively implemented (averages of 3.7 and 4.0, respectively).

Evaluator Comments: The EBCE program appeared to be quite successful in achieving this objective.

2. Students will increase in their ability to clearly and concisely communicate with their peers, as well as with adults.

The Student End-of-Year Questionnaire, Staff Questionnaire and Staff Rating Form were used to assess attainment of this objective. In addition, the oral communications results from the second Basic Skills objective should be referenced.

Students were asked to rate one item on the Student End-of-Year Questionnaire relevant to this objective. They reported that their EBCE experiences were helpful in helping them "to communicate comfortably with adults" (average of 4.3 on a 5 point scale). The Learning Coordinators rated a similar item on the Staff Questionnaire in the same way. However, the EBCE administrators rated this item as very helpful (average of 5.0).

The Learning Coordinators rated this objective as important (average of 4.3 on a 5 point scale) on the Staff Rating Form, while the EBCE administrators rated it as highly important (average of 5.0). The Learning Coordinators felt this objective was effectively implemented (average of 4.0), while the administrators felt it was highly effective in its implementation (average of 4.7).

Evaluator Comments: Athough there was no direct evidence of success, this objective appears to have achieved its goal.

3. Students will develop an understanding of others in their ability to trust, to be open to change, and to respect differing values in people and institutions.

Four instruments were used to tap this objective: Psychosocial Maturity Scale (PSM), Student End-of-Year Questionnaire, Staff Questionnaire and Staff Rating Form. The PSM, entitled the Student Opinion Scale to avoid biasing student responses to the instrument, has been used effectively in the past in other EBCE programs as an indirect measure of Life Skills baseline performance and growth. Developed by Ellen Greenberger and associates at Johns Hopkins University, the PSM is based on biological, psychological and sociological models of maturity. The scale measures nine variables contributing to psychological maturity. Only the latter three scales - social commitment, tolerance and openness to sociopolitical change, which are known collectively as the Social Adequacy summary scale - were used in this evaluation.

Pretest and posttest means and standard deviations on each scale are presented in Table 8. Very little change is evident on any of the scales from pretest to posttest and this was reflected by the multivariate tests (all Fs < 1). However, there was a significant difference between sites on Social Commitment ($F=3.96$, $df=3$ and 32, $p< .03$). The other two subscales approached significance: Openness to Change ($F=3.25$, $df=2$ and 32, $p < .052$) and Tolerance ($F=2.13$, $df=2$ and 32, $p < .14$). The Social Adequacy summary score was also significantly different between sites ($F=8.62$, $df=2$ and 32, $p < .002$).

The other score listed in Table 8, Social Desirability, is a "lie" scale. This scale estimates student tendencies to respond in the socially desirable but incorrect manner. Unlike the other scores, a decrease on this scale is better and indicates a more "honest" response. Two of the three sites demonstrated improvement on this scale, but this growth was not significant. There was a significant difference on the change among sites on this scale ($F=3.41$, $df=2$ and 32, $p<.05$).

On the Student End-of-Year Questionnaire, students rated their EBCE experiences as having been helpful in helping them "to become more open to ideas and values different from (their) own" (average of 4.1 on a 5 point scale).

TABLE 8

PRETEST AND POSTTEST MEANS AND STANDARD DEVIATIONS FOR THE PSYCHOSOCIAL MATURITY SCALE (PSM)

		Pretest		Posttest	
Scale	Site	Mean	Std. Dev.	Mean	Std. Dev.
Social Commitment	A	37.2	4.0	35.8	4.2
	B	32.2	5.2	33.5	4.8
	C	39.3	2.6	36.3	6.0
Openness to Change	A	38.5	2.1	36.7	4.0
	B	35.2	1.6	34.3	4.3
	C	38.3	4.3	38.7	4.0
Tolerance	A	36.5	7.2	37.5	6.7
	B	35.0	1.8	34.3	3.0
	C	39.4	2.5	37.4	4.3
Social Adequacy	A	112.2	11.2	110.0	10.1
	B	102.3	4.2	102.7	8.0
	C	117.0	5.4	117.4	4.6
Social Desirability	A	19.0	4.2	19.8	6.3
	B	20.7	5.3	20.0	4.9
	C	17.0	1.4	15.1	3.2

The Learning Coordinators and EBCE administrators rated a similar item on the staff questionnaire, again indicating that EBCE experiences have been helpful in helping students to "become more open to ideas and values different from their own" (average 4.0 and 4.5, respectively). On another item the Learning Coordinator rated the EBCE experiences as helpful in helping students to "get along with others" (average of 4.3), while the administrators rated the program as very helpful (average of 5.0). The Learning Coordinators rated this objective as important (average of 3.7), while the EBCE administrators rated it as very important (average of 5.0).

The Learning Coordinators rated this objective as only moderately effective (average of 3.3), but the EBCE administrators rated it as effectively implemented (average of 3.7).

Evaluator Comments: The attitudinal responses on the survey instruments are not supported by responses on the PSM.

General Program Outcomes. There were three objectives in this program area. Evaluation of each objective is discussed briefly in the following section.

1. Students will show a realistic attitude toward learning.

Three instruments were used to evaluate this objective: School Opinion Scales of the Student Attitude Questionnaire, NWREL EBCE Semantic Differential and Staff Rating Form. The School Opinion Scale has two subscales which are related to this objective: School-Related Attitudes and Staff-Related Attitudes. It was anticipated that the terms "school", "staff", and the subscale items would be identified with regular classroom schooling and teachers at pretest time and with the EBCE program and staff at posttest time. Pretest and posttest means and standard deviations on these subscales are given in Table 9. The small differences between pretest and posttest means resulted in all non-significant multivariate tests (all Fs< 1). There also were no significant differences between school sites for either School-Related Attitudes (F< 2) or Staff-Related Attitudes (F< 1).

TABLE 9
PRETEST AND POSTTEST MEANS AND STANDARD DEVIATIONS ON SELECTED SUBSCALES OF THE SCHOOL OPINION SCALE

		Pretest		Posttest	
Subscale	Site	Mean	Std. Dev.	Mean	Std. Dev.
School-Related Attitudes	A	25.2	2.3	22.3	4.6
	B	21.8	4.0	21.7	4.6
	C	24.4	3.7	24.4	3.1
Staff-Related Attitudes	A	21.7	5.9	21.0	6.9
	B	21.3	5.0	22.2	3.7
	C	23.9	4.1	20.9	4.9

The NWREL EBCE Semantic Differential measures in an indirect way students' feelings about certain concepts. Using a five-point scale, students rate each concept in terms of 15 adjective pairs. The rated concepts relevant to this objective were School and Learning. Pretest and posttest means and standard deviations on these concepts are displayed in Table 10. Sites A and C showed gains from pretest to posttest on each concept, while Site B had losses. These pretest/posttest differences were not significant for either the concept School ($F < 1$) or Learning ($F=2.23$, df=1 and 32, $p < .15$). The differences between school sites were not significant for School ($F < 1$), but were on the concept Learning ($F=6.16$, df=2 and 32, $p < .01$). The test time by school site interaction approached significance ($F=3.03$, df=2 and 32, $p < .07$).

TABLE 10
PRETEST AND POSTTEST MEANS AND STANDARD DEVIATIONS
ON SELECTED CONCEPTS OF THE EBCE SEMANTIC DIFFERENTIAL

Concept	Site	Pretest Mean	Pretest Std.Dev.	Posttest Mean	Posttest Std.Dev.
SCHOOL	A	47.3	5.3	50.7	12.9
	B	52.5	9.0	47.8	14.5
	C	49.9	13.1	50.4	12.6
LEARNING	A	55.2	3.7	66.2	7.6
	B	56.7	8.2	52.8	11.6
	C	63.1	5.6	66.7	5.7

The Learning Coordinators rated this objective as important (average of 4.0 on a 5 point scale), but only moderately implemented (average of 3.3). The EBCE administrators rated this objective as very important (average of 5.0) and effectively implemented (average of 4.0).

Evaluator Comments: This objective was not very effectively implemented and additional efforts should be made in the area during the coming year.

2. Students will show a realistic attitude towards the world of work.

There were two instruments used to evaluate this objective: the NWREL EBCE Semantic Differential and the RBS Attitudes towards Career Planning scale of the Student Attitude Questionnaire. The concept Work from the EBCE Semantic Differential was rated by students at pretest and posttest times. Means and standard deviations for this concept are given in Table 11.

TABLE 11
PRETEST AND POSTTEST MEANS AND STANDARD DEVIATIONS FOR THE CONCEPT WORK ON THE EBCE SEMANTIC DIFFERENTIAL

Site	Pretest Mean	Pretest Std. Dev.	Posttest Mean	Posttest Std. Dev.
A	49.0	7.6	56.5	12.0
B	59.0	7.0	58.7	10.3
C	58.3	8.5	55.9	10.0

North Hall demonstrated a large gain on the concept of Work, while the other sites showed losses. The pretest/posttest overall F test was non-significant (F< 1), as was the test of significance for site (F< 2).

The pretest and posttest means and standard deviations for the RBS Attitude Towards Career Planning scale are displayed in Table 12.

TABLE 12
PRETEST AND POSTTEST MEANS AND STANDARD DEVIATIONS FOR THE RBS ATTITUDE TOWARDS CAREER PLANNING SCALE

Site	Pretest Mean	Pretest Std. Dev.	Posttest Mean	Posttest Std. Dev.
A	80.5	7.8	98.8	11.1
B	83.7	10.0	89.8	11.5
C	89.3	11.8	98.0	8.0

The pretest to posttest gains are highly significant (F=11.02, df=1 and 32, p< .01). The differences among sites are not significant (F< 2).

The Learning Coordinators rated this objective as important and effectively implemented (both averages of 4.3 on a 5 point scale). The EBCE administrators rated it as very important (average of 5.0) and effectively implemented.

Evaluator Comments: Although the changes on the semantic differential instrument did not reflect it, there appears to be a positive improvement in student attitudes toward work after participating in EBCE, especially at North Hall.

3. Students will show a realistic attitude toward adults (including parents), themselves, and the resulting relationship.

Five instruments were used to assess attainment of this objective: RBS Attitude Towards Self scale from the Student Attitude Questionniare, NWREL EBCE Semantic Differential, Student End-of-Year Questionnaire, Staff Questionnaire and Staff Rating Form. Pretest and posttest means and standard deviations for results on the RBS Attitude Towards Self scale are displayed in Table 13. These means did not differ significantly from pretest to posttest (F< 1) or among sites (F< 1). However, Site A did demonstrate a large gain from pretest to posttest.

TABLE 13
PRETEST AND POSTTEST MEANS AND STANDARD DEVIATIONS ON THE RBS ATTITUDE TOWARDS SELF SCALE

Site	Pretest		Posttest	
	Mean	Std.Dev.	Mean	Std.Dev.
A	70.3	5.6	81.0	8.7
B	70.0	10.4	73.2	7.7
C	73.0	12.8	70.6	17.0

There were two concepts on the EBCE Semantic Differential which were applicable to this objective: Me and Adults. Pretest and posttest means and standard deviations on these concepts are provided in Table 14.

TABLE 14
PRETEST AND POSTTEST MEANS AND STANDARD DEVIATIONS ON SELECTED EBCE SEMANTIC DIFFERENTIAL CONCEPTS

Concept	Site	Pretest		Posttest	
		Mean	Std. Dev.	Mean	Std. Dev.
ME	A	59.2	8.0	61.7	12.7
	B	56.5	6.7	60.5	7.6
	C	61.0	6.1	63.0	8.9
ADULTS	A	50.8	6.5	57.3	6.1
	B	54.8	7.1	54.5	12.3
	C	54.6	6.2	55.9	10.1

Each site demonstrated a pretest to posttest gain on the concept Me. However, these gains were not significant (F< 2). The differences among sites were also not significant (F< 1). The same outcomes were obtained on the concept Adults.

There were two items on the Student End-of-Year Questionnaire related to this item. Students rated their EBCE experiences as helpful in helping students "to understand more about themselves" and "to get along with others" (each averaged 4.2 on a 5-point scale). The staff also rated a similar item and said they felt EBCE experiences were very helpful in helping students to "understand more about themselves" (average of 4.7 for Learning Coordinators and 5.0 for EBCE administrators) on the Staff Questionnaire.

On the Staff Rating Form, the Learning Coordinators rated this objective as important but only moderately implemented (averages of 4.0 and 3.3 respectively) while the EBCE administrators rated it as highly important and effectively implemented (averages of 5.0 and 4.3, respectively).

Evaluator Comments: Students appeared to have improved in their self-concepts and attitudes toward adults even though this improvement was not a significant gain.

All Objectives. Figures 1 and 2 display the EBCE staff ratings of the importance and level of effectiveness of implementation of each of the 14 program outcome objectives. These figures readily show the differences among objectives and between the Learning Coordinators and the EBCE administrators.

The administrators rated each objective as more important than did the Learning Coordinators. On seven objectives, the administrators' average rating was at least one full point higher.

Ratings as to the effectiveness of implementation of each of these objectives were less diverse. The administrators' average rating was at least one full point higher on only the last objective. The Learning Coordinators rated implementation slightly higher on five of the objectives, while the administrators rated higher on the other nine objectives.

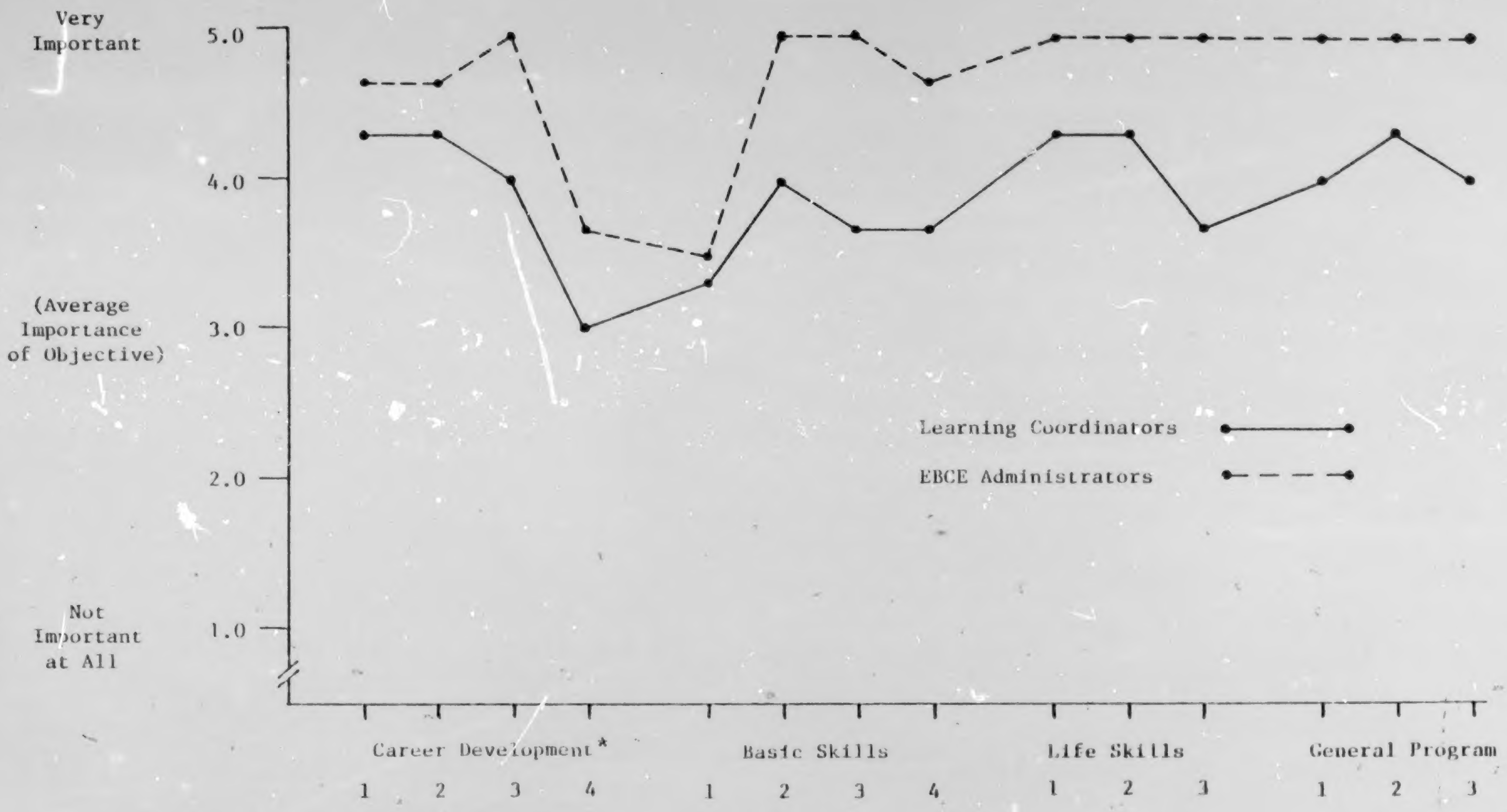

Figure 1. Staff Ratings of the Importance of Each of the 14 EBCE Program Outcome Objectives*

*The 14 Program Outcome Objectives are listed on pages 7-8.

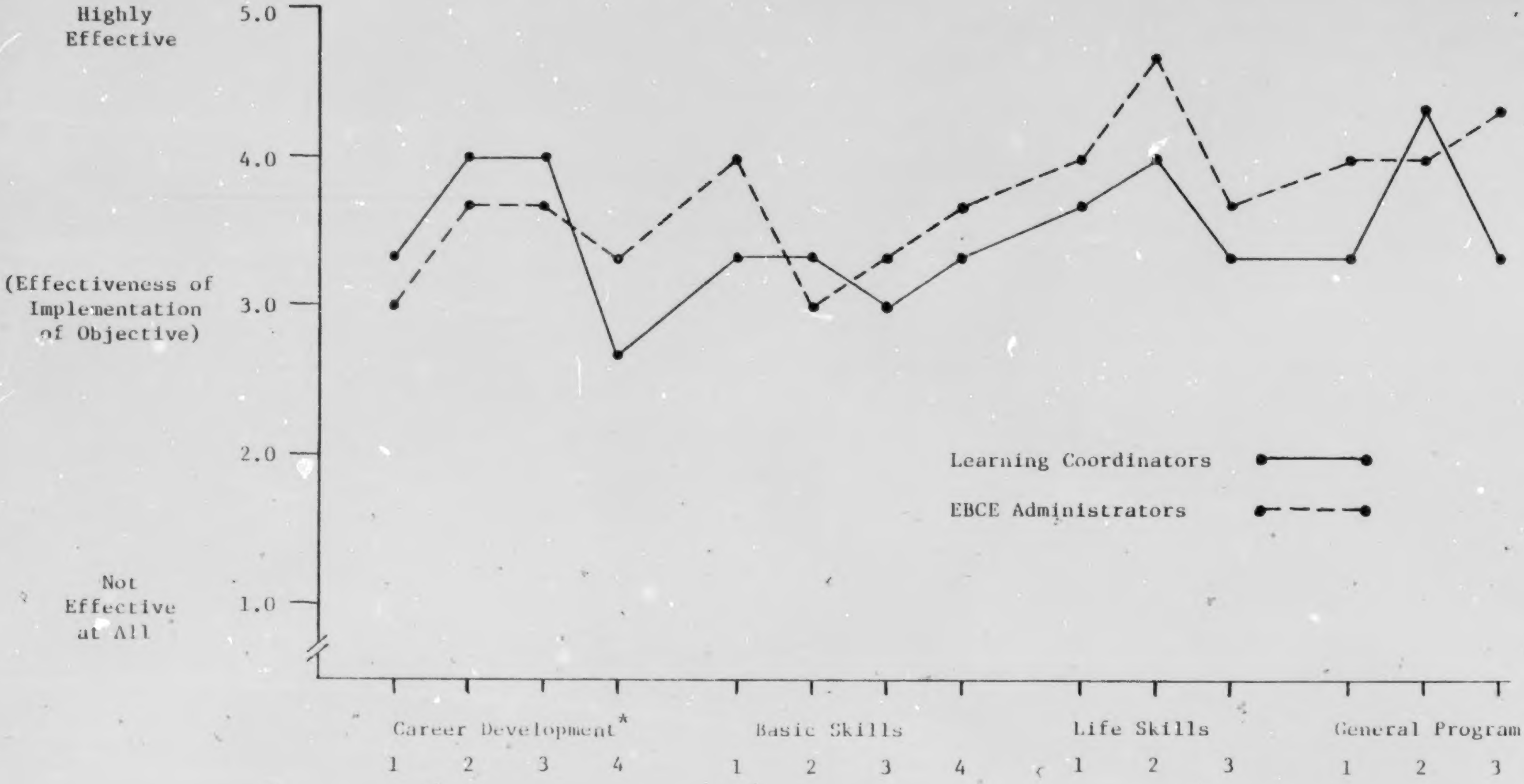

Figure 2. Staff Ratings of the Effectiveness of Implementation of Each of the 14 EBCE Program Outcome Objectives*

*The 14 Program Outcome Objectives are listed on pages 7-8.

GENERAL FINDINGS

The previous section of this report focused on the evaluation of program objectives. This section reports on other findings obtained by the third-party evaluator. First, the EBCE students will be compared with their high school peers on the Georgia Statewide Assessment results. Next the pattern of absences for EBCE students will be examined prior to and after program entry. The final four topics concern attitudes and opinions about the EBCE program from students, staff, Resource Persons and parents.

EBCE Student High School Academic Status

Each year all students in the eleventh grade in Georgia are administered the Tests of Academic Progress. These tests are designed to provide an appraisal of student progress toward academic goals that are widely accepted by secondary school educators. The areas included in the Georgia Statewide Testing Program are Composition, Reading and Mathematics. These areas are reported as standard scores on a continuous scale which ranges from 15 to 85. The average standard score range for the eleventh grade is 48-52 for Reading and Composition and 47-52 for Mathematics.

File records were examined for EBCE students and obtained for the average eleventh grader at each of the three high schools. Since some of the entering EBCE students were seniors, their scores were obtained a year before those of the juniors. Average scores for entering EBCE students, for EBCE students with two quarters of participation and complete data (a subset of the first group) and the average junior at each high school are displayed in Table 15.

TABLE 15
GEORGIA STATEWIDE ASSESSMENT RESULTS FOR JUNIORS

Site	Student Group	Composition	Reading	Mathematics
A	Entering EBCE students	54.0	57.0	55.1
	EBCE students for 2 qtrs.	55.6	60.2	57.4
	Junior class average	49.3	50.8	48.3
B	Entering EBCE students	47.6	52.6	43.3
	EBCE students for 2 qtrs.	42.0	53.0	45.0
	Junior Class average	46.1	47.6	43.5
C	Entering EBCE students	53.5	53.9	50.6
	EBCE students for 2 qtrs.	51.9	56.3	50.9
	Junior class average	47.5	47.5	46.1

These data show that the entering EBCE students consistently scored higher than their eleventh grade peers. In Reading and Mathematics EBCE students who participated in the program for two quarters scored even higher.

EBCE Student Attendance

Attendance records for EBCE students were examined for the four quarters prior to and two quarters of EBCE participation at North Hall and East Hall. Comparable data were not submitted from Johnson High School. At North Hall these students averaged 2.17 days absent for each quarter prior to entry into the EBCE program and 1.92 days absent for each quarter after entry. At East Hall these students averaged 3.14 days absent for each quarter prior to entry into the EBCE program and only 2.83 days absent for each quarter after entry. Thus, one side effect of the EBCE program appears to be that it increases high school attendance - at least at these two schools.

Student Perceptions

On the Student Background Questionnaire students were asked to rate seven factors as to how important each was in deciding to join EBCE. Rated as extremely important was wanting "to learn about careers (average of 4.6 on a 5 point scale). Students rated wanting "to prepare for a job" and "choose (their) own learning style" as other important factors (averages of 4.4 and 4.0, respectively). Rated as not important were hearing that "the EBCE program was easy" (average of 1.3) and because they "did not like (their) previous school" (average of 1.7). The other two factors were rated neutral: wanting "more freedom/independence"(average of 3.4) and were "bored with school" (average of 2.8).

Students were also asked to rate a series of questions at the end of the school year. These results are summarized in Table 15. Students felt the overall quality of the EBCE program was excellent and would enter the program again. They also felt they could progress at their own rate. In comparison with their previous experiences in regular high school, students felt EBCE provided much more opportunity to learn about occupations and provided for more motivation and general learning.

TABLE 16
STUDENT RATINGS OF SELECTED ITEMS
ON THE STUDENT END-OF-YEAR QUESTIONNAIRE

Item	Average Rating	Label
How would you rate the overall quality of your EBCE program?	4.5	Excellent
If you had it to do over again, do you think you would decide to participate in EBCE?	4.4	Yes
In EBCE have you felt that you could progress at your own rate?	4.5	Definitely Yes
In comparison with regular high school, how much opportunity did EBCE provide you for learning about occupations?	4.9	Much More
In comparison with regular high school, how much opportunity did EBCE provide you for general learning?	4.0	More
In comparison with past experiences in regular high school, how motivated are you to learn in EBCE?	4.3	More

Staff Perceptions

On the EBCE Staff Questionnaire, staff members were asked to rate the importance and perceived effectiveness of various learning activities used in the EBCE program. Of the 14 EBCE learning activities, half were rated as highly important by the Learning Coordinators (average of 4.5 or higher on a 5 point scale): student orientation, student accountability system, student negotiation, individual projects, Exploration Level activities, Investigation Level activities and small group workshops. Eight activities were rated as highly important by the EBCE administrators including those above except for student accountability system and student negotiation, and adding project planning activities, Orientation Level activities and advisory group sessions. Both administrators and one Learning Coordinator rated tutorials as not applicable.

The activity receiving the lowest effectiveness rating by all staff was small group projects. The Learning Coordinators also rated the activities of project seminars, small group workshops and independent study using programmed materials as only moderately implemented, while EBCE administrators rated the student accountability system and student negotiation as only moderately implemented.

Staff recommendations for program change were also solicited. One Learning Coordinator suggested a need for better organization and planning for improvement in Basic Skills as well as Life Skills, community work and problem-solving skills. Another thought more resources were needed for students, while the third was concerned with the proposed student load for the coming year. One administrator felt a need to develop specific basic and life skills activities plus evaluative activities to assess site experiences. The other administrator specified a need for more specialized seminars and workshops in areas such as resumé development and income tax preparation; encouragement to students to participate for a full three quarters; and, more academic teacher involvement and acceptance.

The major obstacles which limited the success of the EBCE program were: lack of support by administration in one school; lack of tutors, resource materials (especially for Basic Skills) and adequate time to work with students (due to quarter system); and, lack of space in the learning centers.

Two Learning Coordinators stated that the greatest effect of EBCE on the regular high school program was to generate interest in career development. Positive effects were also felt on the community: enjoyment of working with young people, better school-community relations, and community members first hand knowledge of the needs and abilities of high school students.

Resource Person Perceptions

Forty-four Resource Persons completed the EBCE Resource Opinion Survey. The number of employees at these sites ranged from 1 to 976. The number of hours spent participating in the EBCE program ranged from 90 minutes to 600 hours.

Eighty-six percent of these resources became involved with the EBCE program after being contacted by EBCE program personnel. Seven percent became involved after talking with students. Another five percent had talked with another resource person.

Eighty-four percent of these resource personnel felt the EBCE program staff provided them with enough information to help them direct student activities at their site. Three Resource Persons were so pleased with the program that 91 percent of them would recommend to potential resource persons that they become involved with the program.

While on-site students usually talked about jobs and careers (average of 3.3 on a 4 point scale), observed work activities (average of 3.4), talked about personal interests or issues (average of 3.0), participated in work activities (average of 2.7) and planned or worked on projects (average of 2.6). Students sometimes learned job or career skills (average of 2.5) and learned academic skills (average of 2.2).

Resource Persons as a group felt that students were interested in their site (average of 3.7 on a 5 point scale), although 16 percent thought differently. They also felt students were interested in the EBCE program (average of 4.0). However, these Resource Persons felt they did not receive adequate feedback about what happens to students after they leave the site (average of 2.5) or about the effectiveness of their work with students (average of 2.6).

At half of the sites there was a positve reaction by employees to the EBCE program. Another twenty-five percent of the sites had a mixed reaction. There were no sites where employees had a completely negative reaction. Eighty-two percent of the sites felt their employees had benefitted from the EBCE program. Benefits of the program to employees at the various sites included increased awareness of youth (41 percent), increased interest in their own work (23 percent) and reduced workloads (11 percent).

Eighty-nine percent of the Resource Persons indicated they planned to continue in the program next year. All but one of the Resource Persons who did not plan to continue stated the reason as a lack of time. Of the Resources who plan to continue, 64 percent were doing so because they thought the program is worthwhile, 23 percent like the people involved, another 23 percent like the challenge, and 50 percent think their participation is a community service.

When asked to indicate what things they felt students could learn on the job sites which they could not learn as well in a regular classroom 91 percent marked "first hand knowledge of demands in a real world," 66 percent checked "on the job skills," 61 percent indicated "working with other people," 50 percent marked "motivation to learn," and 48 percent checked "self-discipline."

The Resource Persons were asked to mark what they considered to be the greatest strengths of the program. The rating on these strengths is given in Table 17. Learning about real life situations and learning about a

TABLE 17

EBCE PROGRAM STRENGTHS AS RATED BY RESOURCE PERSONS

Item	Percent Marking
Good alternative to a regular high school program	36.4
Quality of the staff	9.1
Students learn about a variety of careers	72.7
Students learn about real life situations	81.8
Good way of getting students to learn	20.5
Experience in working with adults	38.6
Improves academic skills	15.9
Improves interpersonal skills	29.5
Other (write-ins)	0.0

variety of careers were indicated as the greatest strengths.

The Resource Persons were also asked to indicate what they considered to be the greatest weaknesses of the program. The rating of these weaknesses is given in Table 18. Students not being able to handle the freedom, insufficient training of students and numerous write-in reasons were cited as the greatest weaknesses. The principal write-in weaknesses were:

Lack of program follow-up/communication	(9.3 percent)
Not involved enough to know	(7.0 percent)
Poor attitude/irresponsibility of students	(4.7 percent)

Each of the individual write-in responses is listed in Appendix L.

TABLE 18

EBCE PROGRAM WEAKNESSES AS RATED BY RESOURCE PERSONS

Item	Percent Marking
Some students can't handle the freedom	30.2
Problems in the organization of the program	4.7
Students not receiving sufficient training	20.9
Inadequate supervision of students on job sites	7.0
Too much paperwork	2.3
Other (write-ins)	37.2

Parent Perceptions

Thirty parents completed the Parent Opinion Survey. Thirteen were parents of EBCE students at North Hall, seven from East Hall and ten from Johnson High School. These parents rated twelve questions about the EBCE program. Their responses are summarized in Table 19.

These parents felt the EBCE program was better than previous school experiences their child had and definitely would want their child to enter again. They also felt their child liked the EBCE program better than past school experiences and was more motivated to learn.

TABLE 19
MEAN PARENT RATINGS ON THE PARENT OPINION SURVEY

		Site A	Site B	Site C	Composite
How well do you feel the EBCE program compares overall with the past school experiences of your daughter or son?	Much worse/ much better	4.4	4.4	4.0	4.3
If you had it to do over again, would you want your son or daughter to participate in the EBCE program?	Definitely no/ definitely yes	4.6	4.3	4.6	4.5
How well do you think your son or daughter likes the EBCE program compared with past school experiences?	Much worse/ much better	4.5	4.4	4.7	4.5
Have you received enough information about your son or daughter's progress in the EBCE program?	Definitely no/ definitely yes	3.8	3.7	2.4	3.3
About how often have you had any contact with any EBCE program staff members?	Almost never/ Very frequently	2.7	2.9	1.5	2.3
In comparision with regular classes how much opportunity did the EBCE program provide your daughter or son for learning about occupations?	Much less/ much more	4.8	4.4	4.6	4.6
What effect, if any, has the EBCE program had on helping your son or daughter form career plans?	Definitely bad/ definitely good	4.5	3.9	4.4	4.0
In comparison with regular classes how much opportunity did the EBCE program provide your daughter or son for general learning (i.e., Basic Skills and Life Skills)?	Much less/ much more	4.1	4.1	3.9	4.0
In comparison with past experiences in regular classes how motivated is your daughter or son to learn in the EBCE program?	Much less much more	4.3	4.0	4.0	4.1
Before entering the EBCE program, how often did your son or daughter talk to you about what was going on in regular classes?	Almost never/ almost daily	3.3	3.1	3.2	3.2
How often does your son or daughter talk to you about what's going on in the EBCE program?	Almost never/ almost daily	4.4	4.6	4.1	4.3

Parents marked that the EBCE program provided much more opportunity for learning about occupations, more opportunity for general learning and was good in helping their child to formulate career plans. Their child talked with them more about what went on in the EBCE program than they did about regular classes.

However, parents indicated that they had limited contact with the EBCE staff and, at one site, did not receive enough information about their child's progress in the EBCE program. The average number of EBCE meetings attended where other parents were present ranged from .15 (only 2 parents) to .71 (5 parents attending up to two meetings).

SUMMARY OF EVALUATION FINDINGS

The Pioneer Cooperative Educational Service Agency (CESA) completed its 1976-77 first year demonstration of the Experience-Based Career Education (EBCE) model developed by the Far West Laboratory (FWL) for Educational Research and Development. There were 34 operational process objectives scheduled for completion and evaluation by the third-party evaluator plus an instrument tryout and preliminary evaluation of the 14 student outcome objectives. The evaluation was performed by members of the Education and Work unit of the Northwest Regional Educational Laboratory located in Portland, Oregon. Three Hall County, Georgia, high schools served as initial implementation sites for the program which began operations with students at the beginning of the winter quarter.

Process objectives were developed in the areas of implementation, in-service training, (staff development), third-party evaluation, and product development and dissemination. No objectives were scheduled for completion in the latter area during the first operational year.

Seventeen of the 21 implementation objectives were scheduled for completion during this first year. The objectives covering hiring of project staff, preparation of program materials, faculty orientation, development of employer/community resources, and student recruitment and selection for each quarter all were successfully implemented. Both a Policy Advisory Committee and a Curriculum Review Team were formed, but the latter group did not function as anticipated. Learning Centers were created at each site but, due to overcrowding within the district, did not meet prespecified conditions regarding adequate space. A change of contract due to a district change of administration will delay implementation in Union County, Georgia, until December of 1978.

Three of the five in-service (staff development) objectives were scheduled for completion during the first year of operation. The objectives concerning pre-operations and follow-up staff development workshops were all completed on schedule. The "Sex Bias and Sex-Role Stereotyping Workshop" was changed to a workshop on "Sex Equality in Education and Employment" and delayed for two months on recommendation of the Curriculum Review Team. This awareness workshop, conducted in cooperation with the University of Georgia, was highly successful.

All fourteen third-party evaluation objectives were scheduled for completion during the first year of operation. These objectives covered project goals and objectives, data collection and analysis plans for the first two years, of operation, assembly of the instrument package, procedures for and collection of process data, procedures for and collection and analysis of baseline data for each quarter of operation, collection of posttest data on EBCE students completing two quarters of participation, and submission of an interim evaluation report. All of these objectives were completed as scheduled. The draft and submission of the final evaluation report and summary were delayed by the principal third-party evaluator.

A final third-party evaluation objective concerned preliminary verification that Pioneer CESA implementation was progressing towards a "high fidelity" demonstration of the FWL EBCE model. After one quarter of operation, the Learning Coordinators rated the progress of their programs on the EBCE essential characteristics as experience-based, built from the career activities of adults and placing major emphasis on the career development of adults. In addition, the programs were individualized, but could be strengthened to encourage students to play a more active role in the assessment process. The program advisory board became more active after midyear and added students and a parent to its membership. The actual processes employed at each site were also captured and summarized in the areas of EBCE objectives, management and organization, curriculum and instruction, and student services.

Outcome objectives were evaluated covering the areas of Career Development, Basic Skills, Life Skills and General Program outcomes. Results on prespecified instrumentation related to each objective were discussed in detail.

There were four objectives in the area of Career Development. Half of the students reported career choice changes. One-third of these students reported these changes were due to experience in actually observing or trying out the job. The EBCE program was rated by students and staff as very helpful in helping students to learn how their interests and abilities fit into potential careers.

Two-thirds of the students had experience in observing or trying out careers of interest and 80 percent talked to people working in these jobs. Students and staff rated the program as helpful in assisting them to analyze potential careers. They also felt they were learning skills related to job finding, decision making and accepting adult responsibilities.

Students participated in the community and local government with over half of them attending public meetings or visiting the courts. However, additional ways should be tried to help students increase their knowledge of social, governmental and economic issues in the world of work.

Four objectives guided program activities in Basic Skills development. Both students and staff indicated that students' oral communications were most helped by the program and mathematics skills least helped. They reported that students received moderate help in written and reading skills. Results on standardized instruments in mathematics and reading supported these views, but lack of adequate standardized instrumentation in oral and written communications precluded total confirmation. However, these juniors and seniors scored considerably above the national normative population and even above the Georgia statewide assessment averages for their schools. The program was rated helpful in assisting students to become aware of the level of Basic Skills needed in careers of interest to them and demonstrating an increased willingness to apply Basic Skills to work tasks and avocational interests.

There were three objectives in the Life Skills area. The EBCE program was seen by both staff and students as helping students to solve problems logically, develop their own creativity and increase their ability to make decisions. There was noticeable improvement in students' ability to communicate with both peers and adults. Attitudinal responses indicated the program had increased students' openness to change and tolerance for the ideas and values of others, but these results were not supported by those obtained with a standardized instrument.

There were three General Program outcome objectives. Students demonstrated gains in their attitudes towards learning, but this objective was viewed by staff as having been implemented with only moderate effectiveness. However, students had fewer school absences after program entry than before. Student attitudes towards work and career planning increased significantly. Students' self-concepts and attitudes towards adults increased, but not significantly. Both students and staff rated the EBCE program high in helping students to understand more about themselves.

Overall, EBCE staff rated almost all of the outcome objectives as important, with the administrators rating each objective as more important than the Learning Coordinators. The administrators also rated all but five of these objectives as more effectively implemented than did the Learning Coordinators. However, half of these objectives were rated by EBCE staff members as fully implemented to their satisfaction.

In addition to the process and outcome objectives the third-party evaluator obtained the opinions of the students, staff, Resource Persons and parents about the EBCE program. Students joined the program to learn about careers and prepare for a job. They felt the overall quality of the EBCE program was excellent and would choose to enter the program again. They also felt the program gave them the opportunity to progress at their own rate. In comparison with their previous experiences in regular high school, students felt EBCE provided much more opportunity to learn about occupations and more motivation and opportunity for general learning.

The staff rated most program activities as important and effectively implemented. Rated as not implemented was tutorials because a system involving tutors from local colleges was never implemented. Small group projects were rated as the least effectively implemented. Obstacles which limited program success and recommendations for program change were also solicited from the EBCE staff. Lack of space and materials, especially in Basic Skills, and time to work with students (due to the quarter system of participation) were the most common responses.

Responses from Resource Persons represented a variety of resources in terms of both size of resource organization and amount of time spent participating in the EBCE program. An overwhelming majority of the resources were recruited by EBCE staff members, felt they were given sufficient orientation by program personnel, and would recommend the program to fellow resources. Employee reaction was positive with on-site EBCE student participation increasing employee awareness of youth. However, Resource Persons would have liked to receive more program feedback.

While on-site students generally talked about jobs and careers or observed work activities. Students showed a positive interest in both the resource sites and the EBCE program.

Only five of the 44 responding resource persons would not be continuing with the program next year, with one indicating she would no longer be working for that company and the others indicating a lack of time as the reason. Two-thirds of the continuing sites were doing so because they thought the program was worthwhile, with half indicating they thought their participation was a community service. Learning about real life situations and learning about a variety of careers were cited by resouce persons as the major program strengths, with some students being unable to handle the freedom as the greatest weakness.

Parents of EBCE students felt the EBCE program was better and more liked than previous school experiences. They felt it also better motivated their child. They would want him/her to enter EBCE again. They felt the program provided more opportunity for learning about occupations, general learning and formulating career plans. Their child talked with them more about the EBCE program than they did previously about regular classes. However, program contact with parents was limited, especially in terms of parent group meetings.

In summary, the evaluation concluded that Pioneer CESA, with the assistance of the three participating schools, has implemented successfully a high fidelity EBCE program. Tentative findings indicate that students have made growth in the areas of basic skills, life skills and career development. Evaluation data for the 1977-78 school year should be more conclusive since there will be a larger number of EBCE students participating, the program will have had some time to stabilize and a control group will be used to allow for meaningful comparisons of growth with non-EBCE students.

APPENDIX A

EVALUATION PLAN

Part D Third Party Evaluation of the

Pioneer CESA EBCE Project

The Northwest Regional Educational Laboratory (NWREL) proposes the following plan for the third party evaluation by NWREL of the implementation and demonstration of the National Institute of Education's (NIE) Experience-Based Career Education (EBCE) Program sponsored by the Pioneer Cooperative Educational Service Agency (CESA) under a grant from the United States Office of Education (USOE) through Part D of the Vocational Education Act (VEA-D).

The following sections describe (1) the purposes for evaluation, (2) program objectives, (3) proposed data collection instruments and procedures, (4) the data analysis plan, (5) an evaluation timeline, and, (6) a management plan that details the responsibilities of Pioneer CESA and of NWREL.

Purposes for Evaluation

The third-party evaluation of the EBCE program sponsored by Pioneer CESA is intended to satisfy information needs both inside and outside of Pioneer CESA. External information needs focus on fulfilling the third-party, objective evaluation requirement specified as a required program feature in the federal regulations.[1] In addition, interested external audiences will include the EBCE staff at the Far West Laboratory (FWL) for Educational Research and Development, NIE, and educators and others interested in career education and alternative programs for youth. The internal information needs focus on providing feedback to the program implementors regarding the degree of implementation and the attainment of process and outcome goals. Additional internal information audiences will be the students, parents, participating resource personnel, the Advisory Board, and nonparticipating interested audiences such as district administrators, other Pioneer CESA staff, the various Boards of Education and the communities at large.

Specific areas to be evaluated include (1) student and program outcomes, (2) program processes, (3) degree of program implementation, and, (4) perceptions of the program by parents, participating resource personnel, students and staff.

Program Objectives

Process objectives have been specified by project personnel for the major tasks of project implementation, in-service training (staff

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[1] *Federal Register*, vol. 41, no. 37, pp. 8040-8044. Tuesday, February 24, 1976.

DESCRIPTION AND RATIONALE FOR
NWREL-SUGGESTED INSTRUMENTATION

This appendix describes briefly each of the 17 types of data listed in Table 1 of the evaluation plan and states a rationale for using each instrument.

1. Achievement Test File Data

Information already on file, such as aptitude or achievement test data administered to all high school students during the past few years will be obtained for students in EBCE and compared to a random sample (or to the total population) of high school students from which EBCE volunteers came. An analysis of these data will help to describe the extent to which EBCE students represent a cross range of the total high school population.

2. Former GPA and Attendance Data

The grade point average (GPA) and number of days absent for the school year prior to entering EBCE will be obtained for students in the program. In addition to providing a background description of the EBCE student population, the prior year's attendance data will be used to compare with the attendance data of the same students during their first year in the program. This comparison assumes that student attendance is an indirect indicator of student attitude toward participating in EBCE.

3. EBCE Student Application/Background Questionnaire

When students formally apply to enter EBCE they will be asked to complete a brief application form that will obtain information about family background, students' previous employment history, short- and long-range educational and work goals, past involvement in high school and community activities, and reasons for wanting to enter the EBCE program. This information will be used to describe the students entering EBCE and also to compare changes over the year in areas such as educational and occupational aspirations.

4. The Comprehensive Test of Basic Skills (CTBS)

The CTBS subtests (Level 4 of Form S) for Reading Comprehension, Arithmetic Concepts and Arithmetic Applications are recommended as baseline data useful to program staff in understanding the students' entry level of basic skills. By administering them as a posttest also, they serve as a general change measure in basic skills. Research indicates that because there is such a high correlation between these three subtests and other CTBS subtests in reading and arithmetic, valuable student test-taking time can be saved by not administering the complete test battery, and useful results will still be obtained.

5. Psychosocial Maturity Scale (PSM)

The PSM (entitled Student Opinion Scale to avoid biasing student responses to the instrument) has been used effectively in the past as

development), product development and dissemination, and evaluation. NWREL will monitor attainment of each of these 47 process objectives by utilizing the specified criteria. See Appendix A for a complete listing of these objectives.

Measurable student outcome objectives have also been specified as the resultant student outcomes from participation in a fully operational EBCE program. Although these outcomes are tentative and subject to review and modification by the Policy Advisory Committee, they form the basis for outcome measurement during the first year of program operation at the three Hall County high schools. Each of these objectives is listed below along with proposed instrumentation for the 1976-1977 school year.

Career Development Outcomes

1. Students will increase their knowledge of their own abilities, aptitudes, and interests and apply this information to the formation of tentative career and educational hypotheses.

   Suggested Instrumentation: Student Attitude Questionnaire (SAQ Parts I, III & IV), Staff Rating Form (to be developed by NWREL), Staff Questionnaire (to be developed by NWREL).

2. Students will increase their abilities to analyze careers and career opportunities in terms of potential life style, educational requirements, and availability of preparation opportunities.

   Suggested Instrumentation: SAQ (parts I & III), Staff Rating Form, Staff Questionnaire.

3. Students will develop the general skills of job finding, job application, on-the-job negotiation and dependability necessary in daily work interactions.

   Suggested Instrumentation: Student End-of-Year Questionnaire, Staff Questionnaire.

4. Students will increase their knowledge of social, governmental, and economic issues and trends in the world of work.

   Suggested Instrumentation: Student Background Questionnaire/ Student End-of-Year Questionnaire, Staff Rating Form.

Basic Skills Outcomes

1. Students will be able to perform applied skill tasks related to careers of interest to them.

   Suggested Instrumentation: Comprehensive Test of Basic Skills (CTBS - Form S Reading Comprehension, Arithmetic Concepts and Applications), and Student End-of-Year Questionnaire.

2. Students will improve their performance level of the Basic Skills (reading, writing, oral communication, and mathematics).

   Suggested Instrumentation: CTBS, Writing Sample (FWL instrument), Staff Rating Form, Staff Questionnaire.

3. Students will become aware of the level of Basic Skills needed to enter careers of interest to them and will understand the relationship of that level to their current Basic Skills proficiency.

   Suggested Instrumentation: Student Background Questionnaire/ Student End-of-Year Questionnaire, Staff Rating Form.

4. Students will demonstrate an increased willingness to apply Basic Skills to work tasks and to avocational interests.

   Suggested Instrumentation: Staff Rating Form, Parent Opinion Survey, Resource Opinion Survey, Student End-of-Year Questionnaire.

Life Skill Outcomes

1. Students will increase in their ability to inquire, use critical thinking, and the problem solving process.

   Suggested Instrumentation: Student End-of-Year Questionnaire, Staff Questionnaire.

2. Students will increase in their ability to clearly and concisely communicate with their peers, as well as with adults.

   Suggested Instrumentation: Student End-of-Year Questionnaire, Staff Questionnaire, Parent Opinion Survey, Resource Opinion Survey.

3. Students will develop an understanding of others in their ability to trust, to be open to change, and to respect differing values in people and institutions.

   Suggested Instrumentation: Psychosocial Maturity Scale (PSM-Social Adequacy).

General Program Outcomes

1. Students will show a realistic attitude toward learning.

   Suggested Instrumentation: SAQ (Part II), NWREL EBCE Semantic Differential.

2. Students will show a realistic attitude towards the world of work.

Suggested Instrumentation: SAQ (Part III), NWREL EBCE Semantic Differential.

3. Students will show a realistic attitude towards adults (including parents), themselves, and the resulting relationship.

Suggested Instrumentation: NWREL EBCE Semantic Differential, Parent Opinion Survey (NWREL Instrument).

Data Collection Instruments and Procedures

This section of the plan describes the data proposed to be collected and analyzed by NWREL. Additional data may be collected and analyzed locally if desired by Pioneer CESA and/or the participating school districts. A summary of the proposed data collection instruments is shown in Table 1. A copy of each instrument listed in Table 1 is currently on file in the NWREL project office and will be made available to the project staff by October 15, 1976. Other equally valid instruments may be substituted for those listed in this plan if agreement between NWREL and Pioneer CESA on those substitutes is reached prior to October 30, 1976. A brief description and rationale for each instrument appears in Appendix B of this plan. All of the instruments developed by NWREL have been content and program validated and have received OMB forms clearance (OMB No. 51-R1177). Several of these instruments may have to be modified for this evaluation. The FWL Writing Sample has been content and program validated by FWL.

Staff members at each site will be trained in the administration of each instrument. A person designated by NWREL will observe the testing process. This testing program will necessitate approximately 2½ hours of pretest time for each group of students entering each implementation site at the beginning of each quarter of program operation. The Student End-of-Year Questionnaire will be administered to all students still participating in the program at the end of the program year. Students who are completing two quarters of program participation during the first year of program operation will take the entire posttest battery of approximately 3 hours of testing time. Opinion Surveys will be mailed to all participating resource personnel and the parents of each participating student. The staff will complete the indicated posttest instrumentation during the last month of the school year.

Initial rosters for each site containing student names, sex and birthdates will be forwarded to NWREL by the Project Director. Site and student ID numbers will be assigned by NWREL staff and returned to the Project Director. These ID numbers must then be specified on all future instrumentation. Rosters must be maintained through the use of Student Update Sheets completed by local staff and forwarded to NWREL by the Project Director.

Data collected at each site will be screened, scored, and coded where necessary by local staff. All data will then be sent to the Project Director who will forward the original data to NWREL after producing a duplicate copy for local backup. NWREL will score each of the machine-scorable answer sheets, will keypunch those instruments which can be keypunched directly and will keypunch all coded data.

All pretest data will be processed and returned to the Project Director within four weeks after the date of receipt at NWREL. It is likely that in most instances this turn around time will only be a few weeks so it can be utilized for guidance purposes. The Project Director then will distribute the data to the appropriate sites.

Data Analysis Plan

Data will be maintained at NWREL within the Student Information Management System for Career Education (SIMSCE - see Appendix C for a complete description). SIMSCE is a flexible data management system which allows for addition of new students, additions to existing student files and deletion of terminating student records through the use of Student Update Sheets. At the end of the testing procedure, students with complete data will be secured from the file for data analysis.

For those students completing two quarters of program participation an analysis will be made of pretest/posttest gains on basic skills (CTBS), Social Adequacy (PSM), student attitudes (SAQ and NWREL EBCE Semantic Differential), writing ability (FWL Writing Sample), attendance (file data) and student educational and occupational aspirations (Student Background/End-of-Year Questionnaires). This analysis will be run utilizing a one-factor analysis of covariance testing the grand mean with pretest scores as covariates.[1] The three levels of the factor will be the school sites.

A cross-tabulation of responses by site will be run utilizing the CROSSTABS program from the Statistical Package for the Social Sciences (SPSS) on each of the following instruments: Student End-of-Year Questionnaire, Parent Opinion Survey, Resource Opinion Survey, Staff Questionnaire and the Staff Rating Form. Also analyzed will be the Site Description Questionnaire, EBCE Essential Characteristics Checklist and the EBCE Process Checklist.

Evaluation Timeline

A timeline which specifies the evaluation tasks scheduled for completion and their assigned completion dates is presented on the next page as Table 2. Those tasks which are the responsibility of NWREL are indicated by boxes while those which are the responsibility of Pioneer CESA are indicated by circles. A management plan keyed to this timeline and which details the responsibilities of Pioneer CESA and NWREL follows the timeline.

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[1] The program used will be MULTIVARIANCE: Univariate and Multivariate Analysis of Variance, Covariance, and Regression. Finn, Jeremy D. Version V, Release 2. Chicago: National Educational Resources, Inc. June, 1974.

Table 1

SUMMARY OF DATA TO BE COLLECTED AT PIONEER CESA IMPLEMENTATION SITES

Type of Data	Period Collected: Before Program	Pretest	Midyear	April	Posttest/ End of Year	Estimated Time Required of Respondents
1. Achievement test file data	X					
2. GPA and attendance data for year prior to entering EBCE	X					
Instruments Completed by Students						
3. EBCE Student Application/Background Questionnaire	X					20 minutes
4. Comprehensive Test of Basic Skills (CTBS); Reading Comprehension, Arithmetic Concepts and Arithmetic Application sections (appropriate levels of Form S)		X			X[1]	60 minuts
5. Psychosocial Maturity Scale (PSM)(Social Adequacy Scale only)		X			X[1]	15 minutes
6. NWREL EBCE Semantic Differential		X			X[1]	10-15 minutes
7. Student Attitude Questionnaire (SAQ)		X			X[1]	30 40 minutes
8. FWL Writing Sample		X			X[1]	30 minutes
9. Student End-of-Year Questionnaire					X	40 minutes
Instruments Completed by Parents						
10. Parent Opinion Survey				X		20 minutes
Instruments Completed by Resource Personnel						
11. Resource Opinion Survey				X		20 minutes
Instruments Completed by Local Staff						
12. Staff Questionnaire				X		20 minutes
13. Student Update Sheet			X		X	
14. Staff Rating Form					X	
Instruments Completed Jointly by Local and NWREL Staff						
15. EBCE Essential Characteristics Checklist (modified form)			X			
16. EBCE Process Checklist (modified form)			X			
17. Site Description Questionnaire			X			

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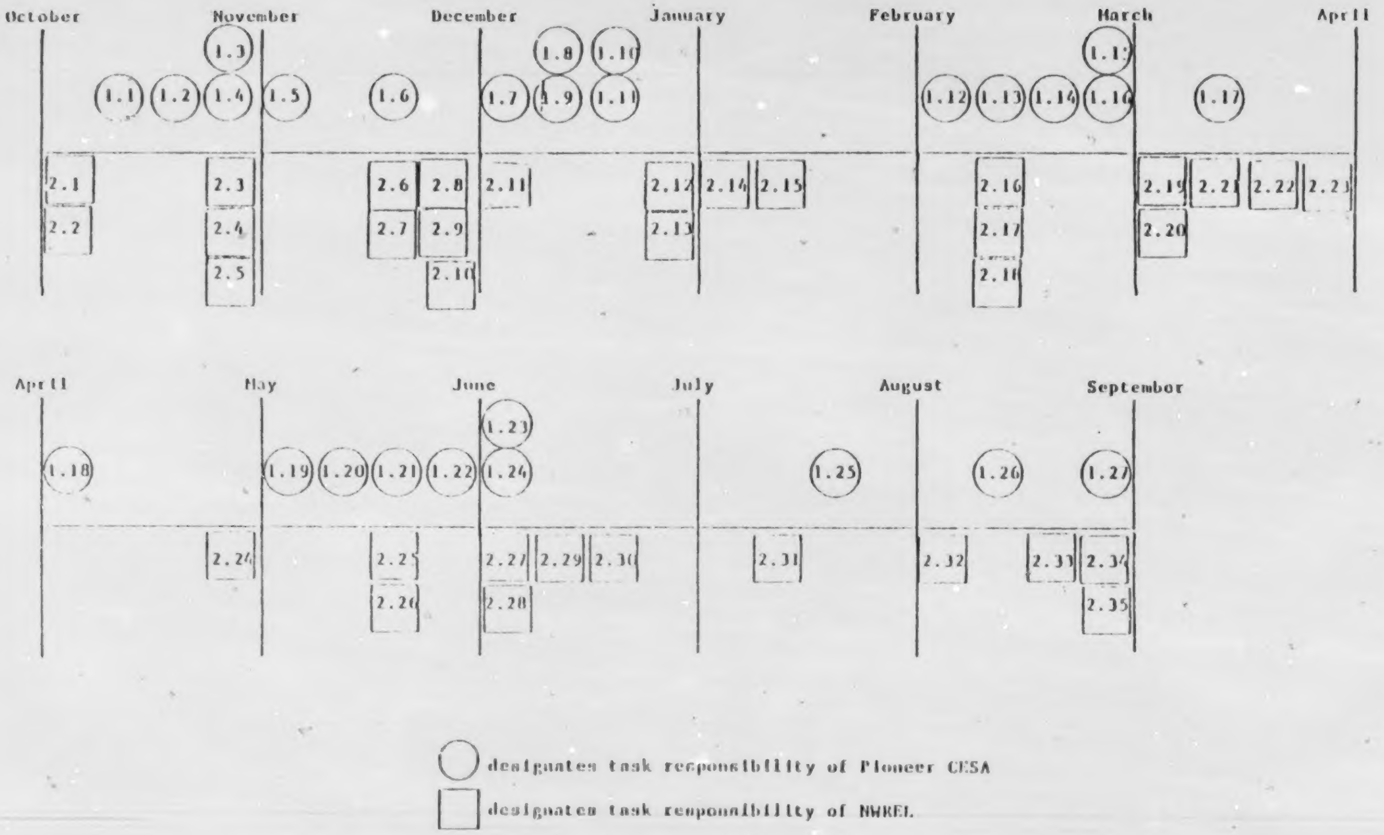
[1] These data collected only from students completing at least two quarters of program participation

Table 2

Evaluation Timeline



Management Plan (Keyed to Timeline)

1.0 Pioneer CESA Responsibilities:

1.1 Designate a person in the District to coordinate the evaluation responsibilities for the project and act as a liaison with NWREL.

1.2 Review the EBCE program evaluation design prepared by NWREL and suggest recommended changes, if any, in the design.

1.3 Obtain a review and approval by the District and school officials for use of proposed evaluation instrumentation.

1.4 Submit first payment ($3,000) to NWREL on or about October 30, 1976.

1.5 Purchase or reproduce copies of all evaluation instruments and answer sheets required by the evaluation design.

1.6 Select personnel to receive evaluation training and administer instrumentation.

1.7 Schedule and administer all pretest evaluation instruments listed in the evaluation design.

1.8 Collect pretest responses for specified instrumentation.

1.9 Submit second payment ($2,000) to NWREL by December 15, 1976.

1.10 Code necessary responses, check all answer sheets and coding for missing, incomplete or incorrect data or response format.

1.11 Produce a duplicate copy of all pretest student answer sheets and coding forms as local backup and send the original answer sheets and coding forms to NWREL for keypunching data analysis and reporting.

1.12 Complete Student Update Sheets to update rosters for second quarter and send to NWREL.

1.13 Schedule and administer all pretest instrumentation for additional students as listed in the evaluation design.

1.14 Collect pretest responses for additional students for specified instrumentation.

1.15 Code necessary responses, check all answer sheets and coding for missing, incomplete or incorrect data or response format.

1.16 Produce a duplicate copy of all pretest student answer sheets and coding forms for additional students as local backup and send the original answer sheets and coding forms to NWREL for keypunching, data analysis and reporting.

1.17 Submit third payment ($2,000) to NWREL by March 15, 1977.

1.18 Review written interim report.

1.19 Review draft of evaluation design for 1977-1978.

1.20 Complete Student Update Sheets for all sites and send to NWREL.

1.21 Schedule and administer all posttest instrumentation as listed in the evaluation design.

1.22 Collect posttest responses for specified instrumentation.

1.23 Code necessary responses, check all answer sheets and coding for missing, incomplete or incorrect data or response format.

1.24 Produce a duplicate copy of all posttest student answer sheets and coding forms as local backup and send the original answer sheets and coding forms to NWREL for keypunching, data analysis and reporting.

1.25 Review draft copy of evaluation report on the degree of implementation.

1.26 Review draft copy of the final evaluation report.

1.27 Submit final payment ($4,000) to NWREL on or about August 31, 1977.

2.0 NWREL Responsibilities

2.1 Prepare or refine an EBCE program evaluation design that addresses the information needs of Pioneer CESA and of the U.S. Office of Education as the funding agency. This design will include the purpose for evaluation, program objectives, data collection instruments and procedures, data analysis plan, evaluation timeline, and a management plan that details the responsibilities of the District and of NWREL.

2.2 Designate a NWREL EBCE evaluation unit member as a primary contact person for working with this project.

2.3 Develop formative and summative evaluation instruments needed in the evaluation to assess objectives.

2.4 Provide a camera-ready copy of all non-standardized evaluation instruments to be used in the evaluation.

2.5 Provide Pioneer CESA with a specimen set of standardized instruments to be used together with cost information and an order blank.

2.6 Provide written directions for administering any NWREL or FWL sponsored instruments.

2.7 Prepare common codes and coding directions for all answer sheets and data collection forms.

2.8 Provide an evaluation orientation training session for project staff and interested local school personnel.

2.9 Provide specific test administration training to local data collectors.

2.10 Collect baseline and file data.

2.11 Monitor pretest data collection.

2.12 Verify the correct scoring and/or coding of all instruments.

2.13 Provide scoring services for the pretest instruments as designated in the evaluation design.

2.14 Keypunch the data.

2.15 Return scored data and instruments.

2.16 Monitor pretest data collection for additional students.

2.17 Conduct site visit of two or more days to observe the program's operation and interview project staff regarding program implementation.

2.18 Assess the degree of EBCE program implementation.

2.19 Verify the correct scoring and/or coding of all instruments used in the pretest of additional students.

2.20 Provide scoring services for pretest instruments as designated in the evaluation plan for additional students.

2.21 Keypunch the data for additional students.

2.22 Return scored data and instruments for additional students.

2.23 Prepare 10 copies of a written interim report for Pioneer CESA containing baseline and early implementation data.

2.24 Prepare a draft of an evaluation design for the 1977-1978 school year by April 30, 1977.

2.25 Monitor posttest data collection.

2.26 Conduct a site visit of three or more days to interview a sample of students and interview the project staff.

2.27 Verify the correct scoring and/or coding of all instruments used on the posttest of students.

2.28 Provide scoring services for posttest instruments as designated in the evaluation plan.

2.29 Keypunch the data for additional students.

2.30 Analyze the data as provided in the evaluation plan.

2.31 Prepare a draft copy of the final evaluation report and submit to Pioneer CESA for local review.

2.32 Revise the evaluation final report.

2.33 Prepare 20 copies of a comprehensive evaluation report for USOE, CESA, the participating LEAs and other interested parties in camera-ready form.

2.34 Prepare a 3 to 8 page evaluation summary for use with non-project persons.

APPENDIX A

Process Objectives for 1976-1977

1.0 Implementation

	Process Objectives	Related Activities Performed By	Target Group	Criteria
1.1	Project staff consisting of Project Director, Project Coordinator, three Learning Coordinators, RA, and secretary are placed under contract by 9/6/76.	Project Director	EBCE Professional Staff	Contracts signed
1.2	EBCE Policy Advisory Committee operational by 9/20/76.	Project Staff	Project Staff	Letters of commitment on file from each member. Minutes of first meeting on file. Members represent business, industry, labor, government, and the professions. Both male and female members.
1.3	EBCE Curriculum Review Team operational by 10/1/76.	Project Staff	Project Staff	Letters of commitment on file from each member. Minutes of first meeting on file. Procedures and guidelines developed for review of (a) curriculum and instructional materials, (b) evaluation instruments, and (c) counseling techniques.
1.4	EBCE learning centers are ready for students' use by 11/1/76.	Project Staff	EBCE Students	Learning centers at each of the three high schools provided for items 1-9, page 38 of this document.

1.0 Implementation (Continued)

	Process Objectives	Related Activities Performed By	Target Group	Criteria
1.5	Project Planning Packages approved for students use by 11/1/76.	Curriculum Review Team & Project Staff	EBCE Students	Packages reviewed, adapted, and approved by Curriculum Review Team.
1.6	Program materials printed and ready for students' use by 11/15/76.	Project Coordinator	EBCE Students	All forms and instructional materials available at Learning Center.
1.7	Non-EBCE faculty members oriented to EBCE program by 10/15/76.	Project Director & Project Coordinator	Faculty, Administration & Support Staff of Hall County High Schools	Presentation and discussion sessions held at each high school.
1.8	EBCE Students recruited from three high schools for winter quarter by 11/1/76.	Project Coordinator, Learning Coordinators, & School Counselors	11th & 12th grade students in the Hall County High Schools	Pool of volunteer students established.
1.9	EBCE students randomly selected from pool of volunteers from each of the three high schools for winter quarter by 11/15/76.	Project Coordinator & Learning Coordinator	11th & 12th grade volunteer students in the Hall County High Schools	At least fifteen students accepted for entry at each of the three high schools. Excess pool of student volunteers established for replacement.

1.0 Implementation (continued)

Process Objectives	Related Activities Performed By	Target Group	Criteria
1.10 Sufficient employer/community resources developed by 11/15/76 to provide community experiences for EBCE students.	Resource Analyst with assistance from Project Staff	Employer/Community Resource Personnel & Sites	Verbal or written agreement to participate obtained from 60 resources. Resources represent professional, technical, skilled, and semi-skilled occupations; a minimum of 8 resources in each category.
1.11 One half-time paraprofessional clerk employed at each site by 12/1/76.	Project Director	EBCE Paraprofessional Clerks	Contracts signed
1.12 Programs begin at three high schools with a minimum of 10 students per site by 12/1/76.	Project Staff	EBCE Student	At least 10 students enrolled at each of three sites.
1.13 EBCE students selected at three high schools for spring quarter by 2/15/77.	Project Coordinator, Learning Coordinator & School Counselors	11th & 12th grade pool of volunteer students in the Hall County Schools	15 students accepted for entry at each of three sites. Excess pool of student volunteers established for replacement of dropouts.
1.14 Sufficient employer/community resources developed by 3/15/77, to provide community experiences for increased number of EBCE students.	Resource Analyst with assistance from Project Staff	Employer/Community Resource Personnel & Sites.	Verbal or written agreement to participate obtained from 100 resources. Resources represent professional, technical, skilled, and semi-skilled occupations; a minimum of 15 resources in each category.

1.0 Implementation (continued)

Process Objectives	Related Activities Performed By	Target Group	Criteria
1.15 Non-EBCE faculty members oriented at Union County and Gainesville High School by 4/1/77.	Project Director & Project Coordinator	Faculty Administration & Support Staff of Union County & Gainesville City High Schools	Presentation and discussions held at Union County and Gainesville City High Schools.
1.16 Union County and Gainesville City High School EBCE Staff identified by 4/8/77.	Project Director	Union County & Gainesville City EBCE Staff	Written commitments from prospective staff on file.
1.17 EBCE students selected for five high schools for fall, 1977 programs by 4/15/77.	Project Staff & School Counselors	10th & 11th grade students from the five EBCE sites	Thirty students randomly chosen from volunteers at Union County and Gainesville City High Schools. Replacement students for three operating EBCE sites. Comparison groups established for each program from non-volunteer student body. Plan for replacement of drop-outs developed.
1.18 Sufficient employer/community resources developed by 8/19/77 to provide community experiences for Union County and Gainesville City High School EBCE students.	Resource Analyst (2) with assistance from the Project Staff	Employer/Community Resource Personnel & Sites	Verbal or written agreement to participate obtained from 30 resources for each site. Resources represent professional, technical, skilled, and semi-skilled occupations; a minimum of 4 resources in each category for each site.

1.0 Implementation (continued)

Process Objectives	Related Activities Performed By	Target Group	Criteria
1.19 EBCE programs begin fall quarter at five high schools by 9/1/77.	Project Staff	EBCE students	At least 20 students enrolled in EBCE at each site.
1.20 The mean weekly learning activity of 75% of EBCE students will meet (or exceed) the program student of 25 hours by 10/1/77.	Project Staff	EBCE students	Records of student activity maintained by the Learning Coordinators.
1.21 The mean weekly community activity of 75% of EBCE students will meet (or exceed) the program student of 7.5 hours by 10/1/77.	Project Staff	EBCE students	Records of student activity maintained by the Learning Coordinators.

2.0 In-service Training (Staff Development)

Process Objectives	Related Activities Performed By	Target Group	Criteria
2.1 Pre-operations staff development workshops completed by 11/12/76.	Two staff members from Far West Laboratory	Pioneer CESA EBCE Staff, Community, Parents, Counselors, Administration & Teachers	Activities documented
2.2 Sex bias and sex-role sterotyping workshop for Pioneer CESA staff, EBCE staff, potential resources, and members of the community completed by 11/24/76.	Univ. of Ga. Consultants & Curriculum Review Team Members	Pioneer CESA EBCE Staff, Potential Resource Sites and Community	Workshop proceedings filed by University of Georgia. Evaluation of workshop by participants.
2.3 Follow-up staff development workshops completed by 4/8/77	Far West Lab Staff 2 Staff Members	Pioneer CESA EBCE Staff	Activities documented
2.4 Pre-Operation staff development workshops for Union County and Gainesville City EBCE staff completed by 8/15/77.	Project Director, Project Coordinator, Learning Coordinator, Resource Analyst	Union County & Gainesville City EBCE Staff, Community, Parents, Teachers, Counselors & Administrators	Activities documented

2.0 In-service Training (Staff Development)

Process Objectives	Related Activities Performed By	Target Group	Criteria
2.5 Follow-up staff development workshops for Union County and Gainesville City EBCE staff initiated by 9/1/77.	Project Director & Project Coordinator	Union County & Gainesville City EBCE Project Staff	Schedule developed.

3.0 Product Development & Dissemination

Process Objectives	Related Activities Performed By	Target Group	Criteria
3.1 Guidelines & procedures for reviewing curriculum, instructional materials, guidance & counseling practices, & evaluation instruments prepared by 2-78.	Curriculum Review Team & Project Staff	Dissemination	Products are ready for dissemination.
3.2 Staff Development Manuals & processes prepared by 8-78.	Project Staff	Dissemination	Products are ready for dissemination.
3.3 Implementation Manuals are prepared by 11-78.	Project Staff	Dissemination	Products are ready for dissemination.
3.4 Prototype Project Planning Packages are prepared by 11-78.	Project Staff	Dissemination	Products are ready for dissemination.
3.5 Localized Resource Development, Guidance & Instruction, & Management Manuals are prepared by 11-78.	Project Staff	Dissemination	Products are ready for dissemination.
3.6 Deliverable products 3.1, 3.2, 3.3, & 3.4 are disseminated to other 15 Georgia Facilitator Network Dissemination Projects (CESAs) by 5-79.	Project Staff	Dissemination	Products are disseminated.

3.0 Product Development & Dissemination (continued)

Process Objectives	Related Activities Performed By	Target Group	Criteria
3.7 Orientation and/or training sessions held at level of the other 15 Georgia Facilitator Network Dissemination Project sites (CESAs) by 7/79.	Project Director & Project Coordinator	LEA Superintendents, Vocational Administrators, teachers, counselors, CESA personnel Georgia Department of Education personnel, teacher trainees & other interested audiences	Presentations, discussions, and/or training sessions held at each of the other 15 Georgia Facilitator Network Dissemination Project sites (CESAs).

4.0 Third-Party Evaluation

	Process Objectives	Related Activities Performed By	Target Group	Criteria
4.1	Project goals and objectives clarified and methods of measurement agreed upon between Pioneer CESA and NWREL by 10-30-76.	Project Director Project Coordinator NWREL	None	Letter of agreement from Pioneer CESA to NWREL on file.
4.2	Data collection and analysis constructed and agreed upon between Pioneer CESA and NWREL by 10-30-76.	Project Director Project Coordinator NWREL	None	Approved plan on file.
4.3	Instrument package assembled by 10-30-76.	Project Director Project Coordinator NWREL	None	Instrument package on file at Pioneer CESA and NWREL.
4.4	Procedures for collection of student baseline data prepared, reviewed, and implemented by 11-30-76.	NWREL	None	Approved procedures on file. Letter on file from NWREL attending to Pioneer CESA's compliance with procedure.
4.5	Procedures for collection of process data developed, reviewed, and implemented by 5/30/77.	NWREL	None	Procedures for collection of implementation process data on file. Procedures for collection of in-servic training data on file. Procedures for collection of third party evaluation data on file.

4.0 Third-Party Evaluation (continued)

Process Objectives	Related Activities Performed By	Target Group	Criteria
4.6 Student baseline data collected and analyzed for first group of EBCE students by 12-20-77.	Project Staff and NWREL	EBCE Participants	Tables of group characteristics on important variables available.
4.7 Comprehensive evaluation of student outcomes to be undertaken during the second year that is consistent with second year operational plans and includes instrumentation, data collection schedules and analysis plan prepared by 4-30-77.	NWREL	None	Plan available for Pioneer CESA to submit with application for refunding.
4.8 Student baseline data collected and analyzed for additional EBCE students by 4-1-77.	NWREL	None	Tables of group characteristic on important variables available.
4.9 Post-test data collected on EBCE students who have completed two quarters by 6-1-77.	Project Staff & NWREL	EBCE Participants	On-site data collection completed.

4.0 Third-Party Evaluation (continued)

Process Objectives	Related Activities Performed By	Target Group	Criteria
4.10 Preliminary verification by NWREL that Pioneer CESA implemented is progressing towards a "high fidelity" demonstration of FWL EBCE model by 5-30-77.	NWREL	Project Staff & LEA Bds. of Education.	Pioneer CESA implementation meets FWL students for adoption.
4.11 Evaluation summary on attainment of implementation objective, including tabular description of baseline data, by 6-30-77.	NWREL	Project Staff & LEA Bds. of Education	Completed summary on file.
4.12 Analysis of Pre-Post Data and draft final evaluation report for year one completed by 8-1-77.	NWREL	Project Staff	Completed by draft received.
4.13 Pioneer CESA reviews and comments on draft final evaluation report by 9-1-77.	Project Director & Project Coordinator	NWREL	Completed comments on file NWREL.
4.14 NWREL submits final evaluation report and a 3 to 5 page summary to Pioneer CESA completed by 10-15-77.	NWREL	Project Staff & LEA Bds. of Education	Completed NWREL final evaluation report and summary on file.

APPENDIX B

Suggested Instrumentation and Rationale

DESCRIPTION AND RATIONALE FOR NWREL-SUGGESTED INSTRUMENTATION

This appendix describes briefly each of the 17 types of data listed in Table 1 of the evaluation plan and states a rationale for using each instrument.

1. Achievement Test File Data

Information already on file, such as aptitude or achievement test data administered to all high school students during the past few years will be obtained for students in EBCE and compared to a random sample (or to the total population) of high school students from which EBCE volunteers came. An analysis of these data will help to describe the extent to which EBCE students represent a cross range of the total high school population.

2. Former GPA and Attendance Data

The grade point average (GPA) and number of days absent for the school year prior to entering EBCE will be obtained for students in the program. In addition to providing a background description of the EBCE student population, the prior year's attendance data will be used to compare with the attendance data of the same students during their first year in the program. This comparison assumes that student attendance is an indirect indicator of student attitude toward participating in EBCE.

3. EBCE Student Application/Background Questionnaire

When students formally apply to enter EBCE they will be asked to complete a brief application form that will obtain information about family background, students' previous employment history, short- and long-range educational and work goals, past involvement in high school and community activities, and reasons for wanting to enter the EBCE program. This information will be used to describe the students entering EBCE and also to compare changes over the year in areas such as educational and occupational aspirations.

4. The Comprehensive Test of Basic Skills (CTBS)

The CTBS subtests (Level 4 of Form S) for Reading Comprehension, Arithmetic Concepts and Arithmetic Applications are recommended as baseline data useful to program staff in understanding the students' entry level of basic skills. By administering them as a posttest also, they serve as a general change measure in basic skills. Research indicates that because there is such a high correlation between these three subtests and other CTBS subtests in reading and arithmetic, valuable student test-taking time can be saved by not administering the complete test battery, and useful results will still be obtained.

5. Psychosocial Maturity Scale (PSM)

The PSM (entitled Student Opinion Scale to avoid biasing student responses to the instrument) has been used effectively in the past as

an indirect measure of Life Skills baseline performance and gains made by EBCE students. Developed by Dr. Ellen Greenberger and associates at Johns Hopkins University, the PSM is based on biological, psychosocial and sociological models of maturity. The scale measures nine variables contributing to psychological "maturity": work orientation, self-reliance, identity, communications, understanding of roles, trust, social commitment, tolerance, and openness to sociopolitical change. Only the latter three scales, also known as the Social Adequacy section, will be used.

6. NWREL EBCE Semantic Differential

The Semantic Differential measures in an indirect way students' feelings about certain concepts. In this case, the concepts of me, school, adults, learning and work are used. Using a five-point scale, students rate each concept in terms of the following 15 polar adjectives: interesting-boring, unfriendly-friendly, good-bad, easy-difficult, scary-fun, tense-relaxed, reasonable-unreasonable, sad-happy, wise-foolish, irrelevant-relevant, open-closed, painful-pleasurable, important-unimportant, weak-strong and warm-cold.

7. Student Attitude Questionnaire (SAQ)

The SAQ consists of four attitude questionnaires compiled into one format. The New Mexico (NM) Career Oriented Activities Checklist is a standardized instrument which can be used to estimate standing and growth in career related activities. The School Opinion Scale, developed by the Far West Laboratory (FWL) for Educational Research and Development, yields attitude scores representing four areas: decision-related, school-related, peer-related and staff-related. This scale can be used to estimate growth in attitude towards schooling. The final two parts are attitude scales developed by Research for Better Schools (RBS). The scores concern Career Planning Attitude and Attitude Towards Self.

8. FWL Writing Sample

This scale was developed by the Far West Laboratory (FWL) for Educational Research and Development to measure student progress in written communication. A student writing sample is obtained using equivalent topics at the beginning and end of the program year consisting of about one page of doubly spaced information when typed. Each essay is graded anonymously by external readers, with the average of two readers' scores used for each essay.

9. Student End-of-Year Questionnaire

This questionnaire is designed to: (1) follow up on questions asked on the Student Background Questionnaire administered at the beginning of the year to assess any change that might have occurred during the year; (2) assess student knowledge about job trends and related information; and (3) collect data on student reflections about their school/EBCE experiences.

10. Parent Opinion Survey

The Parent Opinion Survey is designed to assess parents' perceptions of EBCE project strengths and weaknesses, benefits of the program to their son or daughter, and the extent of their involvement in the program. Because EBCE is a program that actively involves parents as well as students, it becomes important to assess parental opinions regarding the program.

11. Resource Opinion Survey

Since participating resource personnel are an essential aspect of EBCE, their opinions about the program are important. This questionnaire is designed to determine: how resources became involved with EBCE, how they judge the progress of students with whom they have worked, the impact of EBCE within their organization and their perceptions regarding the operations of the program and their role in it.

12. Staff Questionnaire.

This questionnaire asks the staff to rate the importance and perceived effectiveness of learning strategies used in EBCE. It also contains questions dealing with the staff's perception of factors contributing to and those limiting the success of the program, changes they would suggest in the program, and areas in which they feel students have made greatest and best growth. Because the staff are working with the program on a daily basis, their perception of strengths and weaknesses and their recommendations for change are important to consider.

13. Student Update Sheet

This sheet provides a fast means of updating the student data file at each of the pilot sites. It records information on students entering and terminating the program and can be used to maintain and update student rosters. Since the evaluation of EBCE is intended to document what students actually accomplished in the program over the year as well as behavioral changes over the year, it is important to record the work done by students. This update sheet can be completed by a project staff member based on existing project master files.

14. Staff Rating Form

The basic program goals are rated at the end of the school year on a seven-point Likert scale by each staff member. The seven points range from Very Effective to Very Ineffective. This form is used to estimate staff perception of student progress on each of the program goals.

15. EBCE Essential Characteristics Checklist

The purpose of this checklist is to determine to what degree sites using the EBCE program have been able to implement that program's essential characteristics. These characteristics consist of the basic philosophical and policy characteristics considered to be essential to program organization and operation. Each lead person and the project director will be asked to complete the checklist for his or her project.

16. EBCE Process Checklist

This checklist is intended as an instrument to identify areas in which pilot sites are consistent with or different from the FWL EBCE operational model. A description of what deviations occur, their reasons and their results, is essential for an understanding of the EBCE implementation effort. This process checklist consists of four sections: (1) EBCE objectives, (2) management and organization processes, (3) curriculum and instruction processes, and (4) student service processes.

17. Site Description Questionnaire

This brief questionnaire can be filled out any time during the first half of the project's first year by the Project Director. It is intended to provide some common descriptive data across the implementation sites that will allow for a brief written description of the community, school district, local high schools(s) from which EBCE students come, and local career education alternatives for students.

APPENDIX C

Student Information Management System for Career Education (SIMSCE)

SIMSCE

The Northwest Regional Educational Laboratory (NWREL) has developed a Student Information Management System for Career Education (SIMSCE)[1] Developed as an outgrowth of NWREL's Experience-Based Career Education (EBCE) program, SIMSCE provides test scoring, data file maintenance and data analysis services directly applicable to implementation sites which utilize the full EBCE model or adaptations thereof. The system is also highly flexible and could be used to maintain and update student information for a wide variety of career education programs.

Specific advantages of the system are that it is:

1. Integrated

   Provision is made for maintaining records covering the full range of EBCE activities including record keeping, test scoring and file maintenance, roster monitoring and data analysis. The Basic Skill, Life Skill and Career Development components are all monitored.

2. Flexible

   Although provision is made for specific record keeping and scoring of particular testing instruments, SIMSCE can be generalized to manage data for most career education projects.

3. Comprehensive

   Classroom rosters can be generated with each data file update and individual and classroom score results are produced for most instrumentation. Midyear and end-of-year student completion records of student performance are also available.

4. Convenient

   Most file data are generated directly from the instrument scoring routines. Student updating is easily completed and student drops are automatically maintained in a separate file. File data can be extended or changed with a minimum of effort.

5. Economical

   By utilizing preprepared update sheets and scoring routines expensive clerical activity is reduced without affecting the quality or comprehensiveness of the data analysis. Scoring costs are minimal.

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[1] The SIMSCE system is in the final stages of development at this writing. However, clearances for scoring the standardized instruments have not yet been received from all of the publishers. The final services and costs will depend upon receiving such clearance. Mention of any specific instrument does not indicate official endorsement by the U.S. Office of Education, the National Institute of Education or any other federal agency.

Three main types of services are provided as part of SIMSCE: instrument scoring and direct data coding, student data file management and program data analysis. The SIMSCE Scoring System provides scoring services for a number of standardized instruments and other instruments developed by the NWREL EBCE evaluation staff. These scoring services are provided for machine-scoreable answer sheets for some instruments and as direct data keypunching for other instruments. Printed output is provided in both cases, usually as individual records plus class listings.

In addition, student data file records are created for inclusion in the SIMSCE Data Base System. Utilization of this system at a minimum cost allows local projects to maintain all student data in one central storage file on a magnetic tape. In this way, student files can be easily updated with a minimum of effort. At the same time, students who leave the program can easily be deleted from the file. The Data Base System also provides updated student rosters with each file change plus midyear and end-of-year Student Completion Records. The SIMSCE Data Analysis services include utilization of highly sophisticated computer software including the Statistical Package for the Social Sciences (SPSS), the UCLA Biomedical Package (BIOMED) and MULTIVARIANCE, a generalized univariate and multivariate analysis of variance, covariance and regression package. Each of these services is discussed in the following section.

SIMSCE SCORING SYSTEM

Standardized Instruments

CTBS. The EBCE program concentrates on the Basic Skill, Life Skill and Career Development curriculum areas. Test scoring services have been developed for instrumentation directly applicable to the measurement of change in each of these areas. The Comprehensive Test of Basic Skills (CTBS), Form S, Level 4, has been selected to evaluate growth in basic skills using the machine readable Digitek answer sheets 6901-6904. Although the reading comprehension, arithmetic concepts and arithmetic applications subtests are recommended as the minimum for administration, provisions have been made for scoring all of the subtests. (See the Evaluation Handbook for a more detailed description of the CTBS and its administration procedures.) A student record sheet data file record is produced for each student and a program record sheet is produced listing all students within a given program. Scores are expressed in raw, expanded standard score (ESS) and grade equivalent forms, although only the ESS scores are maintained in the data file and used for analysis. Examples of CTBS scored output appear in the Evaluation Handbook.

The CTBS, Forms S and T, are available for students in grades K-12 on several levels of testing and the ESS score representation allows direct comparisons between levels. In this way students known or presumed to function below the eighth grade level (Level 4 covers grades 8-12) could be administered Level 3 or even Level 2 and still obtain an ESS score which is comparable. At the present time scoring services for other levels are not available, but could be provided if the need arises.

PSM. The Psychosocial Maturity Scale (PSM) was developed by Dr. Ellen Greenberger and associates at Johns Hopkins University based on biological, psychological and sociological models of maturity. The PSM instrument, also known as the Student Opinion Scale to avoid biasing student responses, yields nine subscores (self-reliance, work, identity, communications, role, trust, social commitment, change, and tolerance) plus a validity scale (social desirability) and three summary scores (Individual Adequacy, Interpersonal Communication and Social Adequacy). Many of these scale scores are directly applicable to Life Skill goals of the EBCE program. For a more detailed description of the instrument and its scoring procedures, see the Evaluation Handbook.

The PSM is scored using an Optical Scanning Corporation standard answer sheet-C (DS 1120-C) which is specially prepared according to directions in the Evaluation Handbook. These machine readable sheets can be computer scored with a data file record produced for each student and a program record sheet complete with student ID number, subscores and summary score with student averages for each score. If desired, the student names, sex and grade levels will also be listed. An example of the printed output for the PSM is provided in the Evaluation Handbook.

Self Directed Search. Developed by John Holland and his associates at Johns Hopkins University, the Self Directed Search (SDS) is designed to aid in educational and vocational planning. Based upon the students' self-perceptions of abilities, backgrounds and interests, a summary SDS code is obtained concerning Holland's areas of realistic (R), investigative (I), artistic (A), social (S), enterprising (E) and conventional (C) occupations. The instrument and its scores are described in more detail in the Evaluation Handbook.

The SDS results must be coded onto IBM coding sheets (provided by NWREL). These coded results are then keypunched and machine scored. In addition to summary scores by the six occupational areas, an SDS Summary Code, a Consistency and a Differentiation score, plus an Occupations, Self-Estimates, Activities and Total Score are produced. These scores are listed individually for student records and a class record. An explanation of these scores and examples of SDS printouts are provided in the Evaluation Handbook.

NWREL Developed Instruments

The following instruments have been developed by the NWREL EBCE staff and have been used in previous evaluations. Under the provisions of the Federal Reports Act, Federal clearance is required from the Office of Management and Budget (OMB) for certain types of documents. Any instrument intended to be used for identical data collection from ten or more persons under most grants and all contracts from the Federal government requires OMB clearance. All of the following instruments have received OMB clearance and have been assigned number OMB 51 R 1177.

NWREL EBCE Semantic Differential. A semantic differential instrument has been developed by the EBCE evaluation staff to evaluate the Life Skill area concepts of "me", "community resources", "adults", "school", "learning", "work", and "decision making". This instrument, described in more detail in the Evaluation Handbook, can be site scored by using a specially-prepared NWREL EBCE Semantic Differential Scoring template. If these data are to be maintained by SIMSCE, the resultant scores must then be coded onto IBM computer coding sheets and submitted to NWREL for keypunching. Since the scoring is completed locally, no special computer printout of scores is provided.

NWREL EBCE Student Application/Background Questionnaire. This questionnaire was developed to obtain background information from students. Information is requested about family background, students' previous employment history, short- and long-range educational and work goals, involvement in high school and community activities, hobbies, reading habits and reasons for joining this EBCE program. Except for the last section, this questionnaire could be readily used as a background questionnaire for almost any program or control group.

The questionnaire is designed so that responses can be keypunched directly from the form for entry into SIMSCE. A questionnaire suitable for photocopying and reproduction plus sample output are provided in the Evalution Handbook.

NWREL EBCE Student End-of-Year Questionnaire. The Student End-of-Year Questionnaire was designed for the following purposes: (1) to follow up on questions asked on the Student Application Questionnaire administered at the beginning of the year to assess any change that might have occurred during the year; (2) to assess student knowledge about job trends and related information; and (3) to collect data on student reflections about their EBCE experiences. The last section can be readily modified and the questionnaire can be used either alone or in conjunction with the Student Application Questionnaire for almost any program or control group.

The Questionnaire was designed so that responses can be keypunched directly from the form for entry into SIMSCE. A questionnaire suitable for photocopying and reproduction plus sample output are provided in the Evaluation Handbook.

Additional Instruments

Student Attitude Questionnaire. The Student Attitude Questionnaire (SAQ) is a compilation of four attitude questionnaires from three different instruments. The first subtest consists of the New Mexico (NM) Career Oriented Activities Checklist, a standardized instrument published by MONITOR. This instrument examines the steps high school students have taken in order to make occupational decisions. The second subtest is the School Opinion Survey developed by the Far West Laboratory (FWL) for Educational Research and Development. This instrument yields four subscores (decision-related, school-related, peer-related and staff-related) concerning attitudes towards schooling. The final two subtests were developed by Research for Better Schools (RBS) as part of their Student Attitude Survey. The two scales are Career Planning Attitudes and Attitudes Toward Self.

The SAQ is scored using an Optical Scanning Corporation standard answer sheet-C (DS1120-C) which is coded according to directions on the test booklet. These machine readable sheets can be computer scored with a data file record produced for each student and a program record sheet complete with student ID number and subscores. An example of the printed output for the SAQ is provided in the Evaluation Handbook.

SIMSCE DATA BASE SYSTEM

Structure

The SIMSCE data base was designed specifically to maintain EBCE student records. The specific system, comprised of eleven 30-character records for each subject, was designed to store and process a student data record (10), pretest and posttest data, respectively, for the CTBS (21 and 22), PSM (31 and 32), SDS (41 and 42), NWREL EBCE Semantic Differential (51 and 52), Student Application Questionnaire (61) and Student End-of-Year Questionnaire (62). In addition, the Student Attitude Questionnaire (SAQ) can be substituted for either the PSM, SDS or NWREL EBCE Semantic Differential. The layout for each of these record types is presented in Appendix A. File structure is illustrated in Figure 1 on the following page.

Updates

Data records other than Student Cards can be added to the system in any form or deleted from the system at any time provided a Student Card exists for that ID number. Student Cards control individual student records but must be updated or deleted separately from the rest of the student's record file. In this way, space is provided for new students which are added to the master file; or entire student record files can be deleted with just a minimum of effort. When a student is deleted from the master file, the entire record file for that student is punched onto computer cards for storage in a dead file. In this way, the master file is always comprised of only active students.

Since all student information except test scores is maintained on the Student Card, additions or changes to existing student information can be easily accomplished through completion and subsequent keypunching of a Student Card Update Sheet. Complete directions for the use and coding of these Update Sheets are provided in the Evaluation Handbook.

	Record 10	Student Card	
	21	CTBS Pretest ESS Scores	
	22	CTBS Posttest ESS Scores	
	31	PSM Pretest Scores	
	32	PSM Posttest Scores	
11 Records (880 characters)	41	SDS Pretest Scores	
	42	SDS Posttest Scores	
	51	NWREL EBCE Semantic Differential Pretest Scores	
	52	NWREL EBCE Semantic Differential Posttest Scores	
	61	NWREL EBCE Student Application Questionnaire	
	62	NWREL EBCE Student End-of-Year Questionnaire	
	(X1	SAQ Pretest Scores)	These scores can be substituted for records 31 and 32, 41 and 42, or 51 and 52.
	(X2	SAQ Posttest Scores)	

Figure 1
File Structure for an EBCE Application
of SIMSCE for One Student

Output

The SIMSCE data base is maintained by student ID number with site number. In this way, student rosters for each site can be generated at any time. In addition, the entire master file, or any portion thereof, by site, can be printed or punched onto cards at any time. Updated student rosters will be sent to participating sites whenever updates are made to one or more Student Cards. In addition, master file printouts or punched copies will be provided upon request.

Additional Capabilities

Although the scoring programs and master record files of SIMSCE were designed for NWREL EBCE replication sites using specific standardized and NWREL-developed instrumentation, the structure of the update system allows considerable flexibility for EBCE sites or career education programs which utilize different instrumentation. The only limitations to the system are required columns of information on the Student Card; required record type, site and student ID number on each record; and a maximum of 740 characters of test information.

Those sites electing to utilize these additional capabilities could use the standardized scoring and analysis services only for the already designated instruments. Other instrumentation would have to be scored externally or by negotiation and agreement with NWREL. However, all of the capabilities for Student Card or student file updating would be available as would data file printing or punching and roster updates.

SIMSCE DATA ANALYSIS SERVICES

Data analysis services for those sites utilizing one or more of the designated instruments on a pretest/posttest and/or experimental (e.g., EBCE/Control group basis) would be available at a nominal fee. Other analyses utilizing different instrumentation can be purchased on a time-available, negotiated-price basis from NWREL EBCE evaluation staff.

Data processing will be facilitated by the latest hardware (a CDC 6400 computer) and software computer services. Available analysis packages include SPSS, MULTIVARIANCE and Bio Med and will be supported by the NWREL EBCE evaluation staff.

ADDITIONAL NWREL EBCE EVALUATION SERVICES

The NWREL EBCE evaluation staff possesses the expertise to provide technical assistance in the following areas of evaluation: planning, test scoring and data file management, data analysis, report writing and evaluation training.

During the planning phase of evaluation the NWREL EBCE evaluation staff can assist in establishing an experimental design and in selecting appropriate instrumentation. Wherever feasible, comparison and/or control groups should be located or established which provide for an experimental test of the implementation. In addition, program goals will be refined and appropriate instrumentation suggested. Additional instrumentation can be developed by NWREL staff to evaluate specific questions of local interest.

Although the NWREL staff will not participate in data collection, they can provide training of data collectors and ongoing data and program management services. Program management can be monitored through the administration of program fidelity instruments developed by NWREL EBCE evaluation staff members. Two checklists of NWREL EBCE program fidelity have been developed by the evaluation staff -- one providing a check on the minimal essential program characteristics and the other measuring the degree of utilization of NWREL EBCE processes.

NWREL EBCE evaluation staff members will also be available to provide assistance in the interpretation and utilization of data analysis results including technical report writing. Thus, NWREL EBCE evaluation staff members will be available to provide assistance at all stages of program evaluation.

A member of the NWREL EBCE evaluation unit will be pleased to meet with district staff to discuss the evaluation needs of the district, to describe the procedures for negotiating a NWREL service contract and to provide cost estimates for special services.

SERVICES NOT AVAILABLE

As mentioned above, the NWREL staff do not have the resources to participate in actual data collection or data coding. However, training services can be provided for people to serve in these capacities.

Since the NWREL EBCE evaluation staff is not considered to be an independent third party evaluator of the NWREL version of EBCE, we cannot participate in the actual evaluation of the NWREL model of EBCE under grants from the U.S. Office of Education under Part D of the Vocational Education Act. However, an independent contractor can adopt the evaluation design explicated in the Evaluation Handbook and, in turn, subcontract to NWREL for the scoring of instrumentation and the maintenance of a student information management file. Therefore, the services, which we cannot provide to districts using the NWREL EBCE program under Part D are: data collection, site observations, data interpretation and summarization, and report writing.

COSTS OF INSTRUMENTS AND SERVICES

Instrumentation Purchasing Costs

The addresses and costs listed below are those available to NWREL as of March, 1976. Prices are subject to change by the publishers.

CTBS, Level 4, Form S

Publisher: CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 94930
(408) 649-8400

-or-

McGraw-Hill Ryerson Limited
330 Progress Avenue
Scarborough 707
Ontario, Canada
(416) 293-1911 (Canadian orders only)

Answer Sheet No.	Code No.	Title	Cost	Quantity
	S0913	Specimen Set	$ 3.00	1
	10957	Complete battery test books (Includes 1 Examiner's Manual)	19.95	35
	10959	Partial battery test books (Excludes science and social studies)	18.20	35
	10923	Reading and Reference Skills Test (books only)	9.45	35
6901	75901	Reading and Reference Skills Digitek Answer Sheets	4.50	50
6902	75902	Language Digitek Answer Sheets	4.50	50
6903	75903	Mathematics Digitek Answer Sheets	4.50	50
6904	75904	Science and Social Studies Digitek Answer Sheets	4.50	50

Other costs are available by writing the CTB/McGraw Hill Company

Psychosocial Maturity Scale

Publisher:

Dr. Ellen Greenberger
Program in Social Ecology
University of California at Irvine
Irvine, California 92717

Cost per instrument available from publisher. Machine scoreable answer sheets are available from NWREL for NWREL SIMSCE users (OpScan standard answer sheet-C, DS 1120-C)

Self Directed Search

Publisher:

Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

Title	Cost	Quantity
Self Directed Search Instrument (consumable)	$30.00	50
Occupations Finder (not consumable)	5.50	25

Student Attitude Questionnaire

Copies of this instrument are available from NWREL at a cost of $.50 per instrument. This cost includes a royalty fee covering the standardized NM Career Oriented Activities Checklist. Machine scoreable answer sheets are available from NWREL for NWREL SIMSCE users (OpScan standard answer sheet-C, DS 1120-C).

NWREL EBCE Semantic Differential

A camera-ready copy of the Semantic Differential suitable for photocopying and reproduction is provided in the NWREL EBCE Evaluation Handbook. Copies of the NWREL EBCE Semantic Differential Scoring Template will be provided at no cost to sites using SIMSCE or its services.

NWREL EBCE Student Application Questionnaire
NWREL EBCE Student End-of-Year Questionnaire

Camera-ready copies of both of the above instruments suitable for photocopying and reproduction are provided in the NWREL EBCE Evaluation Handbook.

APPENDIX B

SEX EQUALITY IN EDUCATION AND EMPLOYMENT

Program Agenda

WEDNESDAY, JANUARY 26, 1977

Morning Session--EBCE Staff (Target Group)

8:30-9:00 a.m.	Registration
9:00-9:15	Opening General Session Welcome, Introductions, and Announcements --Ms. Cynthia Parish, University of Georgia
9:15-10:15	Film: "I Just Want You To Be Happy"
10:15-10:30	Break
10:30-11:00	Group Goal Setting Expectation from Workshop
11:00-Noon	Making of a Feminist: Growing Up Female --Ms. Reita Rivers, University of Georgia
Noon-1:00 p.m.	Lunch

Afternoon Session--EBCE Staff, Educators
Community Professionals (Target Groups)

1:30-2:00	What is CESA? --Mr. Ron Fritchley, Director, Pioneer CESA Project, Cleveland, Georgia
2:00-2:45	Slide Presentation: "Sexism in Advertising A Humorous Portrayal of Women in Ads" --Ms. Leslie Friedman, University of Georgia
2:45-3:00	Break
3:00-4:00	The Male Perspective of Sex Stereotyping --Dr. Jack Balswick, University of Georgia

THURSDAY, JANUARY 27, 1977

Morning Session--EBCE Staff, Educators
(Target Groups)

8:30-9:15 a.m.	Breakfast
	"The Legal Issues of Equality" --Dr. Jean Miller, University of Georgia
9:15-10:15	Guidelines for Education and Employment --Mr. Ron Fritchley, Pioneer CESA
10:15-10:30	Break

10:30-11:00	Film: "Sex-Role Development" Discussion
11:00-Noon	Role Models: Personal Experiences and Small Group Discussion
Noon-1:00 p.m.	Lunch

Afternoon Session--EBCE Staff (Target Group)

1:30-2:15	Implementation: Awareness into Action --Ms. Patricia Davis, Georgia State University, Atlanta
2:15-2:30	Break
2:30-3:30	Experiential Sessions --Ms. Patricia Davis
3:30-4:15	Summary Matrix --Ms. Cynthia Parish
4:15-4:30	Adjournment

Sex Equality in Education and Employment Workshop Participants

January 26, 1977

NAME	REPRESENTING
Nancy Royal	Johnson High School EBCE
Carol Webb	Johnson High School-Career Guidance
Sue Chandler	Pioneer CESA EBCE
*Jack Zealand	University of Georgia-Adult Counseling
Betty Childs	North Hall EBCE
Doug Winters	Hall County School System
Dean Adkins	Pioneer CESA EBCE
Ron Fritchley	Pioneer CESA
Dolly Rosato	East Hall EBCE
Don Hill	North Hall High School
Linda August	North Georgia College
Jessie Mayfield	North Georgia College
Ellen Lykes	U.S. Office of Education, Atlanta
Reita Rivers	University of Georgia
Ben Fouts	Principal, North Hall High
*Pam Parker	Pioneer CESA
Billie Sue Smith	Pioneer CESA
*Helen Greear	Pioneer CESA
*Kathy Hinz	North Georgia College
Ann Dayton	North Hall High
Myra Taylor	North Hall High
Sam Dayton	Georgia Mountains APDC
Keith Matthews	Gainesville High
Peggy Patton	Social Security Administration
Jackie Sosby	The Times, Gainesville
Leslie Friedman	University of Georgia
Nancy Murphy	University of Georgia
Catherine Holcomb	Johnson High School
Carol Dean Holcomb	Johnson High School
Kenneth Watkins	Pioneer CESA
Jim Allison	Union County High School
Jack Balswick	University of Georgia
Barbara Webster	Gainesville Junior College
Nina Maram	University of Georgia
*Cindy Parrish	University of Georgia

*Member of Curriculum Review Team

Sex Equality in Education
and Employment Workshop
Participants

January 27, 1977

NAME	
Dr. Jean Miller	University of Georgia
Nancy Royal	Johnson High School EBCE
Carol Dean Holcomb	Johnson High School
Betty Childs	North Hall High EBCE
Carol Webb	Johnson High School
Ron Critchley	Pioneer CESA
Don Dalton	D.H.E.W. Intern.
Nancy Murphy	UGA Housing
Doug Winters	Hall County School System
Keith Mathews	Gainesville City Schools
Ann Layton	North Hall High School
Myra Taylor	North Hall High School
*Kathy Hinz	North Georgia College
Kenneth Watkins	Pioneer CESA
*Jack Zealand	University of Georgia-Adult Counseling
Dolly Rosato	East Hall EBCE
Jim Allison	Union Co. High School
Hilda Lee	North Hall High School
*Helen Greear	Pioneer CESA
Anne Houghon	State Dept. of Education
Wanda Gray	State Dept. of Education
Sue Chandler	Pioneer CESA EBCE
Patricia Davis	Georgia State University
Barbara Webster	Gainesville Junior College
Ellen Lyles	U.S. Office of Education, Atlanta
*Pam Parker	Pioneer CESA
Billie Sue Smith	Pioneer CESA
*Cindy Parrish	University of Georgia
Dean Adkins	Pioneer CESA

*Member of Curriculum Review Team

APPENDIX C

1977-73

EVALUATION PLAN

Part D Third Party Evaluation of the Pioneer CESA EBCE Project

The Northwest Regional Educational Laboratory (NWREL) proposes the following plan for the second year continuation of third party evaluation by NWREL of the implementation and demonstration of the National Institute of Education's (NIE) Experience-Based Career Education (EBCE) Program sponsored by the Pioneer Cooperative Educational Service Agency (CESA) under a grant from the United States Office of Education (USOE) through Part D of the Vocational Education Act (VEA-D).

The following sections describe (1) the purposes for evaluation, (2) program objectives, (3) proposed data collection instruments and procedures, (4) the data analysis plan, (5) an evaluation timeline, and, (6) a management plan that details the responsibilities of Pioneer CESA and of NWREL.

Purposes for Evaluation

The third-party evaluation of the EBCE program sponsored by Pioneer CESA is intended to satisfy information needs both inside and outside of Pioneer CESA. External information needs focus on fulfilling the third-party, objective evaluation requirement specified as a required program feature in the federal regulations.[1] In addition, interested external audiences will include the EBCE staff at the Far West Laboratory (FWL) for Educational Research and Development, NIE, and educators and others interested in career education and alternative programs for youth. The internal information needs focus on providing feedback to the program implementors regarding the degree of implementation and the attainment of process and outcome goals. Additional internal information audiences will be the students, parents, participating resource personnel, the Advisory Board, and nonparticipating interested audiences such as district administrators, other Pioneer CESA staff, the various Boards of Education and the communities at large.

Specific areas to be evaluated include (1) student and program outcomes, (2) program processes, (3) degree of program implementation, and, (4) perceptions of the program by parents, participating resource personnel, students and staff.

Program Objectives

Process objectives were specified by project personnel for the major tasks of project implementation, in-service training (staff development), product development and dissemination, and evaluation. NWREL monitored attainment of 34 process objectives during year one utilizing the specified criteria. An additional 21 process objectives will be monitored during year two. See Appendix A for a complete listing of these objectives.

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[1] Federal Register, Vol. 41, No. 37, pp. 8040-8044. Tuesday, February 24, 1976.

Measurable student outcome objectives have also been specified as the resultant student outcomes from participation in a fully operational EBCE program. Although these outcomes are tentative and subject to review and modification by the Policy Advisory Committee, they formed the basis for outcome measurement during the first year of program operation at the three Hall County high schools. Each of these objectives is listed below along with proposed instrumentation for the 1977-78 school year.

Career Development Outcomes

1. Students will increase their knowledge of their own abilities, aptitudes, and interests and apply this information to the formation of tentative career and educational hypotheses.

   Suggested Instrumentation: Student Attitude Questionnaire (SAQ Part I), Staff Rating Form (developed by NWREL), Staff Questionnaire (developed by NWREL).

2. Students will increase their abilities to analyze careers and career opportunities in terms of potential life style, educational requirements, and availability of preparation opportunities.

   Suggested Instrumentation: SAQ (Part I), Staff Rating Form, Staff Questionnaire.

3. Students will develop the general skills of job finding, job application, on-the-job negotiation and dependability necessary in daily work interactions.

   Suggested Instrumentation: Student End-of-Year Questionnaire, Staff Questionnaire, SAQ (Part IV).

4. Students will increase their knowledge of social, governmental, and economic issues and trends in the world of work.

   Suggested Instrumentation: Student Background Questionnaire/ Student End-of-Year Questionnaire, Staff Rating Form, SAQ (Part IV).

Basic Skills Outcomes

1. Students will be able to perform applied skill tasks related to careers of interest to them.

   Suggested Instrumentation: Comprehensive Test of Basic Skills (CTBS - Form S Reading Comprehension, Arithmetic Concepts and Applications), and Student End-of-Year Questionnaire.

2. Students will improve their performance level of the Basic Skills (reading, writing, oral communication, and mathematics).

   Suggested Instrumentation: CTBS, Writing Sample (FWL instrument), Staff Rating Form, Staff Questionnaire.

3. Students will become aware of the level of Basic Skills needed to enter careers of interest to them and will understand the relationship of that level to their current Basic Skills proficiency.

   Suggested Instrumentation: Student Background Questionnaire/Student End-of-Year Questionnaire, Staff Rating Form.

4. Students will demonstrate an increased willingness to apply Basic Skills to work tasks and to avocational interests.

   Suggested Instrumentation: Staff Rating Form, Parent Opinion Survey, Resource Opinion Survey, Student End-of-Year Questionnaire.

Life Skill Outcomes

1. Students will increase in their ability to inquire, use critical thinking, and the problem solving process.

   Suggested Instrumentation: Student End-of-Year Questionnaire, Staff Questionnaire, SAQ (Part III).

2. Students will increase in their ability to clearly and concisely communicate with their peers, as well as with adults.

   Suggested Instrumentation: Student End-of-Year Questionnaire, Staff Questionnaire, Parent Opinion Survey, Resource Opinion Survey, SAQ (Part III).

3. Students will develop an understanding of others in their ability to trust, to be open to change, and to respect differing values in people and institutions.

   Suggested Instrumentation: Psychosocial Maturity Scale (PSM-Social Adequacy), SAQ (Part III).

General Program Outcomes

1. Students will show a realistic attitude toward learning.

   Suggested Instrumentation: SAQ (Part II), NWREL EBCE Semantic Differential.

2. Students will show a realistic attitude towards the world of work.

   Suggested Instrumentation: SAQ (Part III), NWREL EBCE Semantic Differential.

3. Students will show a realistic attitude towards adults (including parents), themselves, and the resulting relationship.

   Suggested Instrumentation: NWREL EBCE Semantic Differential, Parent Opinion Survey (NWREL Instrument).

Data Collection Instruments and Procedures

This section of the plan describes the data proposed to be collected and analyzed by NWREL. Additional data may be collected and analyzed locally if desired by Pioneer CESA and/or the participating school districts. A summary of the proposed data collection instruments is shown in Table 1. A copy of each instrument listed in Table 1 is currently on file in the NWREL project office and was made available during the previous evaluation year to the project staff. Other equally valid instruments may be substituted for those listed in this plan if agreement between NWREL and Pioneer CESA on those substitutes is reached prior to September 1, 1977. A brief description and rationale for each instrument appears in Appendix B of this plan. All of the instruments developed by NWREL have been content and program validated and have received OMB forms clearance (OMB No. 51-R1177). Several of these instruments may have to be modified for this evaluation. The FWL Writing Sample has been content and program validated by FWL.

Staff members at each site have been trained in the administration of each instrument. A person designated by NWREL will observe the testing process. This testing program will necessitate approximately 2-1/2 hours of pretest time for each group of students entering each implementation site at the beginning of each quarter. The Student End-of-Year Questionnaire will be administered to all students still participating in the program at the end of the program year. Students who are completing all three quarters of program participation during this second year of program operation will take the entire posttest battery of approximately three hours of testing time. Opinion Surveys will be mailed to all participating resource personnel and the parents of each participating student. The staff will complete the indicated posttest instrumentation during the last month of the school year.

Initial rosters for each site containing student names, sex and birthdates will be forwarded to NWREL by the Project Director. Site and student ID numbers will be assigned by NWREL staff and returned to the Project Director. These ID numbers must then be specified on all future instrumentation. Rosters must be maintained through the use of Student Update Sheets completed by local staff and forwarded to NWREL by the Project Director.

Data collected at each site will be screened, scored, and coded where necessary by local staff. All data will then be sent to the Project Director who will forward the original data to NWREL after producing a duplicate copy for local backup. NWREL will score each of the machine-scorable answer sheets, will keypunch those instruments which can be keypunched directly and will keypunch all coded data.

All pretest data at the beginning of each quarter will be processed and returned to the Project Director within four weeks after the date of receipt at NWREL. It is likely that in most instances this turn around time will only be a few weeks so it can be utilized for guidance purposes. The Project Director then will distribute the data to the appropriate sites.

A control group of students will be randomly selected at the three Hall County schools beginning their second year of operation as EBCE implementation sites. A total of 40 students will be randomly selected at each site and will be asked to voluntarily complete all pretest instrumentation except for the EBCE Student Application/Background Questionnaire and all posttest instrumentation except for the Student End-of-Year Questionnaire. Only those control group students who completed pretesting will be included during posttesting.

Data Analysis Plan

Data will be maintained at NWREL within the Student Information Management System for Career Education (SIMSCE - see Appendix C for a complete description). SIMSCE is a flexible data management system which allows for addition of new students, additions to existing student files and deletion of terminating student records through the use of Student Update Sheets. At the end of the testing procedure, students with complete data will be secured from the file for data analysis.

For EBCE students completing all three quarters of program participation plus the control groups an analysis will be made of pretest/posttest gains on basic skills (CTBS), Social Adequacy (PSM), student attitudes (SAQ and NWREL EBCE Semantic Differential), writing ability (FWL Writing Sample), attendance (file data) and student educational and occupational aspirations (Student Background/End-of-Year Questionnaires). This analysis will be run utilizing a two-factor analysis of covariance testing the difference between adjusted posttest scores with pretest scores as covariates.[1] The three levels of the first factor will be the three second year Hall County school sites with the two levels on the second factor being the EBCE and control group students. A one-factor analysis of covariance will be run for the two new implementation sites which will not have control groups during the first year of operation. The two levels of the factor, which will be the two new implementation sites, will test the grand mean using pretest scores as covariates.

A cross-tabulation of responses for each of the five EBCE sites will be run utilizing the CROSSTABS program from the Statistical Package for the Social Sciences (SPSS) on each of the following instruments: Student End-of-Year Questionnaire, Parent Opinion Survey, Resource Opinion Survey, Staff Questionnaire and the Staff Rating Form. Also analyzed will be the Site Description Questionnaire, EBCE Essential Characteristics Checklist and the EBCE Process Checklist.

Evaluation Timeline

A timeline which specified the evaluation tasks scheduled for completion and their assigned completion dates is presented on the next page as Table 2. Those tasks which are the responsibility of NWREL are indicated by boxes while those which are the responsibility of Pioneer CESA are indicated by circles. A management plan keyed to this timeline and which details the responsibilities of Pioneer CESA and NWREL follows the timeline.

Management Plan (Keyed to Timeline)

1.0 Pioneer CESA Responsibilities:

  1.1 Designate a person in the District to coordinate the evaluation responsibilities for the project and act as a liaison with NWREL.

  1.2 Review the EBCE program evaluation design prepared by NWREL and suggest recommended changes, if any, in the design.

  1.3 Purchase or reproduce copies of all evaluation instruments and answer sheets required by the evaluation design.

  1.4 Select personnel to administer instrumentation and control groups.

  1.5 Schedule and administer all pretest evaluation instruments as listed in the evaluation design.

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[1] The program used will be MULTIVARIANCE: Univariate and Multivariate Analysis of Variance, Covariance, and Regression. Finn, Jeremy D. Version V, Release 2. Chicago: National Educational Resources, Inc., June, 1974.

Table 1

SUMMARY OF DATA TO BE COLLECTED AT PIONEER CESA IMPLEMENTATION SITES

Type of Data	Period Collected: Before Program	Pretest	Midyear	April	Posttest/ End of Year	Estimated Time Required of Respondents
1. Achievement test file data	x[1]					
2. CPA and attendance data for prior year	x					
Instruments Completed by Students						
3. EBCE Student Application/Background Quest.	x[1]					20 minutes
4. Comprehensive Test of Basic Skills (CTBS); Reading Comprehension, Arithmetic Concepts and Arithmetic Application sections (appropriate levels of Form S)	x				x[3]	60 minutes
5. Psychosocial Maturity Scale (PSM) (Social Adequacy Scale only)		x			x[3]	15 minutes
6. NWREL EBCE Semantic Differential		x			x[3]	10-15 minutes
7. Student Attitude Questionnaire (SAQ)		x			x[3]	30-40 minutes
8. FWL Writing Sample		x[2]			x[3]	30 minutes
9. Student End-of-Year Questionnaire					x[3,1]	40 minutes
Instruments Completed by Parents						
10. Parent Opinion Survey				x[1]		20 minutes
Instruments Completed by Resource Personnel						
11. Resource Opinion Survey				x[1]		20 minutes
Instruments Completed by Local Staff						
12. Staff Questionnaire				x[1]		20 minutes
13. Student Update Sheet			x[1]		x	
14. Staff Rating Form					x[1]	
Instruments Completed Jointly by Local and NWREL STAFF						
15. EBCE Essential Characteristics Checklist (modified form)			x			
16. EBCE Process Checklist (modified form)			x			
17. Site Description Questionnaire			x			

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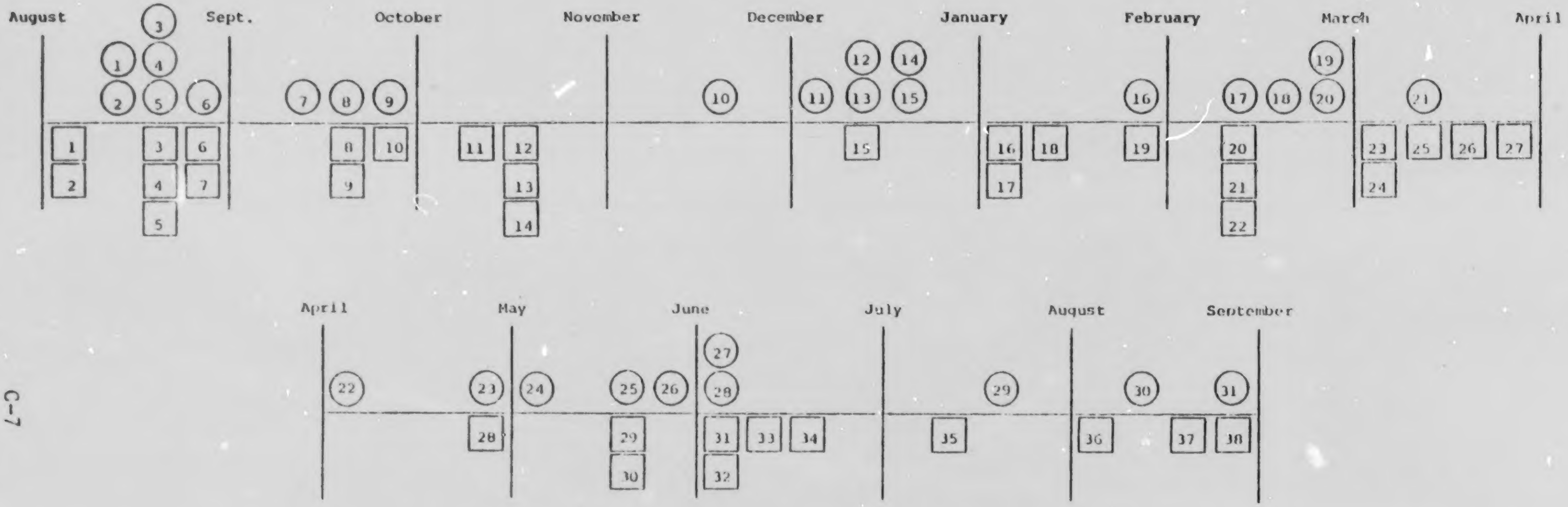
[1] These data not collected from the control groups

[2] These data collected only from EBCE students entering the program at the beginning of the first quarter plus the control groups

[3] These data collected only from EBCE students completing all three quarters of program participation plus the control groups

Table 2

Evaluation Timeline


August
Sept.
October
November
December
January
February
March
April
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27
April
May
June
July
August
September
22 23 24 25 26 27 28 29 30 31
28 29 30 31 32 33 34 35 36 37 38

○ designates task responsibility of Pioneer CESA

□ designates task responsibility of NWREL

1.6 Collect pretest responses for specified instrumentation.

1.7 Code necessary responses, check all answer sheets and coding for missing, incomplete or incorrect data or response format.

1.8 Produce a duplicate copy of all pretest student answer sheets and coding forms as local backup and send the original answer sheets and coding forms to NWREL for keypunching data analysis and reporting.

1.9 Submit first payment ($3,000) to NWREL on or about September 30, 1977.

1.10 Complete Student Update Sheets to update rosters for second quarter and send to NWREL.

1.11 Schedule and administer all pretest instrumentation for additional students as listed in the evaluation design.

1.12 Collect pretest responses for additional students for specified instrumentation.

1.13 Submit second payment ($3,000) to NWREL by December 15, 1977.

1.14 Code necessary responses, check all answer sheets and coding for missing, incomplete or incorrect data or response format.

1.15 Produce a duplicate copy of all pretest student answer sheets and coding forms for additional students as local backup and send the original answer sheets and coding forms to NWREL for keypunching, data analysis and reporting.

1.16 Complete Student Update Sheets to update rosters for third quarter and send to NWREL.

1.17 Schedule and administer all pretest instrumentation for additional students as listed in the evaluation design.

1.18 Collect pretest responses for additional students for specified instrumentation.

1.19 Code necessary responses, check all answer sheets and coding for missing, incomplete or incorrect data or response format.

1.20 Produce a duplicate copy of all pretest student answer sheets and coding forms for additional students as local backup and send the original answer sheets and coding forms to NWREL for keypunching, data analysis and reporting.

1.21 Submit third payment ($3,000) to NWREL by March 15, 1978.

1.22 Review written interim report.

1.23 Review draft of evaluation design for 1978-1979.

1.24 Complete Student Update Sheets for all sites and send to NWREL.

1.25 Schedule and administer all posttest instrumentation as listed in the evaluation design.

1.26 Collect posttest responses for specified instrumentation.

1.27 Code necessary responses; check all answer sheets and coding for missing, incomplete or incorrect data or response format.

1.28 Produce a duplicate copy of all posttest student answer sheets and coding forms as local backup and send the original answer sheets and coding forms to NWREL for keypunching, data analysis and reporting.

1.29 Review draft copy of evaluation report on the degree of implementation.

1.30 Review draft copy of the final evaluation report.

1.31 Submit final payment ($4,000) to NWREL on or about August 31, 1978.

2.0 NWREL Responsibilities

2.1 Prepare a second year EBCE program evaluation design that addresses the information needs of Pioneer CESA and of the U.S. Office of Education as the funding agency. This design will include the purpose for evaluation, program objectives, data collection instruments and procedures, data analysis plan, evaluation timeline, and a management plan that details the responsibilities of the District and of NWREL.

2.2 Designate a NWREL EBCE evaluation unit member as a primary contact person for working with this project.

2.3 Gather formative and summative evaluation instruments needed in the evaluation to assess objectives.

2.4 Provide sufficient copies of the revised sections of the Student Attitude Questionnaire.

2.5 Check with Pioneer CESA to ensure that all necessary instrumentation is available for pretesting.

2.6 Arrange for monitor to be present during pretest data collection.

2.7 Monitor pretest data collection.

2.8 Verify the correct scoring and/or coding of all instruments.

2.9 Provide scoring services for the pretest instruments as designated in the evaluation design.

2.10 Keypunch the data.

2.11 Return scored data and instruments.

2.12 Collect baseline and file data.

2.13 Provide workshop on interpretation of pretest data results.

2.14 Conduct site visit of two or more days to interface with project staff.

2.15 Monitor pretest data collection for additional students.

2.16 Verify the correct scoring and/or coding of all instruments used in the pretest of additional students.

2.17 Provide scoring services for pretest instruments as designated in the evaluation plan for additional students.

2.18 Keypunch the data for additional students.

2.19 Return scored data and instruments for additional students.

2.20 Monitor pretest data collection for additional students.

2.21 Conduct site visit of two or more days to observe the program's operation and interview project staff regarding program implementation.

2.22 Assess the degree of EBCE program implementation.

2.23 Verify the correct scoring and/or coding of all instruments used in the pretest of additional students.

2.24 Provide scoring services for pretest instruments as designated in the evaluation plan for additional students.

2.25 Keypunch the data for additional students.

2.26 Return scored data and instruments for additional students.

2.27 Prepare 10 copies of a written interim report for Pioneer CESA containing baseline and early implementation data.

2.28 Prepare a draft of an evaluation design for the 1978-1979 school year by April 30, 1978.

2.29 Monitor posttest data collection.

2.30 Conduct a site visit of three or more days to interview a sample of students and interview the project staff.

2.31 Verify the correct scoring and/or coding of all instruments used on the posttest of students.

2.32 Provide scoring services for posttest instruments as designated in the evaluation plan.

2.33 Keypunch the data for additional students.

2.34 Analyze the data as provided in the evaluation plan.

2.35 Prepare a draft copy of the final evaluation report and submit to Pioneer CESA for local review.

2.36 Revise the evaluation final report.

2.37 Prepare 20 copies of a comprehensive evaluation report for USOE, CESA, the participating LEAs and other interested parties in camera-ready form.

2.38 Prepare a 5 to 8 page evaluation summary for use with non-project persons.

APPENDIX A

Process Objectives for 1977-1978

1.0 Implementation

Process Objectives	Related Activities Performed By	Target Group	Criteria
1.1 Sufficient employer/ community resources developed by 8/19/77 to provide community experiences for Union County and Gainesville City High School EBCE students.	Resource Analyst (2) with assistance from the Project Staff	Employer/ Community Resource Personnel & Sites	Verbal or written agreement to participate obtained from 30 resources for each site. Resources represent professional, technical, skilled, and semi-skilled occupations; a minimum of 4 resources in each category for each site.
1.2 EBCE programs begin fall quarter at five high schools by 9/1/77.	Project Staff	EBCE students	At least 20 students enrolled in EBCE at each site
1.3 The mean weekly learning activity of 75% of EBCE students will meet (or exceed) the program student of 25 hours by 10/1/77.	Project Staff	EBCE students	Records of student activity maintained by the Learning Coordinators.
1.4 The mean weekly community activity of 75% of EBCE students will meet (or exceed) the program student of 7.5 hours by 10/1/77.	Project Staff	EBCE students	Records of student activity maintained by the Learning Coordinators.

2.0 In-service Training (Staff Development)

Process Objectives	Related Activities Performed By	Target Group	Criteria
2.1 Pre-Operation staff development workshops for Union County and Gainesville City EBCE staff completed by 8/15/77.	Project Director, Project Coordinator, Learning Coordinator, Resource Analyst	Union County & Gainesville City EBCE Staff, Community, Parents, Teachers, Counselors & Administrators	Activities documented.
2.2 Follow-up staff development workshops for Union County and Gainesville City EBCE staff initiated by 9/1/77.	Project Director & Project Coordinator	Union County & Gainesville City EBCE Project Staff	Schedule developed.

3.0 Product Development & Dissemination

Process Objectives	Related Activities Performed By	Target Group	Criteria
3.1 Guidelines and procedures for reviewing curriculum, instructional materials, guidance and counseling practices, and evaluation instruments prepared by 2/78.	Curriculum Review Team and Project Staff	Dissemination	Products are ready for dissemination.

4.0 Third-Party Evaluation

	Process Objectives	Related Activities Performed By	Target Group	Criteria
4.1	Project goals and objectives clarified and methods of measurement agreed upon between Pioneer CESA and NWREL by 8/30/77.	Project Director, Project Coordinator, NWREL	None	Letter of agreement from Pioneer CESA to NWREL on file.
4.2	Data collection and analysis constructed and agreed upon between Pioneer CESA and NWREL by 8/30/77.	Project Director, Project Coordinator, NWREL	None	Approved plan on file.
4.3	Instrument package assembled by 8/30/77.	Project Director, Project Coordinator, NWREL	None	Instrument package on file at Pioneer CESA and NWREL.
4.4	Procedures for collection of student baseline data prepared, reviewed, and implemented by 9/30/77.	NWREL	None	Approved procedures on file. Letter on file from NWREL attending to Pioneer CESA's compliance with procedure.
4.5	Procedures for collection of process data developed, reviewed, and implemented by 5/30/78.	NWREL	None	Procedures for collection of implementation process data on file. Procedures for collection of in-service training data on file. Procedures for collection of third party evaluation data on file.
4.6	Student baseline data collected and analyzed for first group of EBCE students and control group students by 10/15/77.	Project Staff and NWREL	EBCE Participants	Processed data returned to Pioneer CESA. Tables of group characteristics on important variables available.

4.0 Third-Party Evaluation (continued)

Process Objectives	Related Activities Performed By	Target Group	Criteria
4.7 Student baseline data collected and analyzed for additional EBCE students by 12/20/77.	NWREL	None	Processed data returned to Pioneer CESA.
4.8 Student baseline data collected and analyzed for additional EBCE students by 4/1/78.	NWREL	None	Processed data returned to Pioneer CESA.
4.9 Posttest data collected on control group students and EBCE students who have completed all three quarters by 6/1/78.	Project Staff and NWREL	EBCE Participants	Onsite data collection completed.
4.10 Verification by NWREL that Pioneer CESA's implementation is a "high fidelity" demonstration of FWL EBCE model by 6/10/78.	NWREL	Project Staff and LEA Boards of Education	Pioneer CESA implementation meets FWL standards for adoption.
4.11 Evaluation summary on attainment of implementation objective, including tabular description of baseline data, by 6/30/78.	NWREL	Project Staff and LEA Boards of Education	Completed summary on file.
4.12 Analysis of pre/post data and draft final evaluation report for year two completed by 8/1/78.	NWREL	Project Staff	Completed by draft received.
4.13 Pioneer CESA reviews and comments on draft final evaluation report by 9/1/78.	Project Director and Project Coordinator	NWREL	Completed comments on file NWREL.

4.0 Third-Party Evaluation (continued)

Process Objectives	Related Activities Performed By	Target Group	Criteria
4.14 NWREL submits final evaluation report and a 3 to 5 page summary to Pioneer CESA completed by 10/15/77.	NWREL	Project Staff and LEA Boards of Education	Completed NWREL final evaluation report and summary on file.

APPENDIX B

Suggested Instrumentation and Rationale

DESCRIPTION AND RATIONALE FOR NWREL-SUGGESTED INSTRUMENTATION

This appendix describes briefly each of the 17 types of data listed in Table 1 of the evaluation plan and states a rationale for using each instrument.

1. Achievement Test File Data

Information already on file, such as aptitude or achievement test data administered to all high school students during the past few years will be obtained for students in EBCE and compared to a random sample (or to the total population) of high school students from which EBCE volunteers came. An analysis of these data will help to describe the extent to which EBCE students represent a cross range of the total high school population.

2. Former GPA and Attendance Data

The grade point average (GPA) and number of days absent for the school year prior to entering EBCE will be obtained for students in the program. In addition to providing a background description of the EBCE student population, the prior year's attendance data will be used to compare with the attendance data of the same students during their first year in the program. This comparison assumes that student attendance is an indirect indicator of student attitude toward participating in EBCE.

3. EBCE Student Application/Background Questionnaire

When students formally apply to enter EBCE they will be asked to complete a brief application form that will obtain information about family background, students' previous employment history, short- and long-range educational and work goals, past involvement in high school and community activities, and reasons for wanting to enter the EBCE program. This information will be used to describe the students entering EBCE and also to compare changes over the year in areas such as educational and occupational aspirations.

4. The Comprehensive Test of Basic Skills (CTBS)

The CTBS subtests (Level 4 of Form S) for Reading Comprehension, Arithmetic Concepts and Arithmetic Applications are recommended as baseline data useful to program staff in understanding the students' entry level of basic skills. By administering them as a posttest also, they serve as a general change measure in basic skills. Research indicates that because there is such a high correlation between these three subtests and other CTBS subtests in reading and arithmetic, valuable student test-taking time can be saved by not administering the complete test battery, and useful results will still be obtained.

5. Psychosocial Maturity Scale (PSM)

The PSM (entitled Student Opinion Scale to avoid biasing student responses to the instrument) has been used effectively in the past as

an indirect measure of Life Skills baseline performance and gains made by EBCE students. Developed by Dr. Ellen Greenberger and associates at Johns Hopkins University, the PSM is based on biological, psychosocial and sociological models of maturity. The scale measures nine variables contributing to psychological "maturity": work orientation, self-reliance, identity, communications, understanding of roles, trust, social commitment, tolerance, and openness to sociopolitical change. Only the latter three scales, also known as the Social Adequacy section, will be used.

6. NWREL EBCE Semantic Differential

The Semantic Differential measures in an indirect way students' feelings about certain concepts. In this case, the concepts of me, school, adults, learning and work are used. Using a five-point scale, students rate each concept in terms of the following 15 polar adjectives: interesting-boring, unfriendly-friendly, good-bad, easy-difficult, scary-fun, tense-relaxed, reasonable-unreasonable, sad-happy, wise-foolish, irrelevant-relevant, open-closed, painful-pleasurable, important-unimportant, weak-strong and warm-cold.

7. Student Attitude Questionnaire (SAQ)

The SAQ consists of four attitude questionnaires compiled into one format. The New Mexico (NM) Career Oriented Activities Checklist is a standardized instrument which can be used to estimate standing and growth in career related activities. The School Opinion Scale, developed by the Far West Laboratory (FWL) for Educational Research and Development, yields attitude scores representing four areas: decision-related, school-related, peer-related and staff-related. This scale can be used to estimate growth in attitude towards schooling. The final two parts are attitude scales developed by Northwest Regional Educational Laboratory (NWREL): section III contains 40 items that measure NWREL EBCE Life Skills attitudes and attitudes regarding sex role stereotyping; section IV contains 16 items that record a student's EBCE competency-related experiences.

8. FWL Writing Sample

This scale was developed by the Far West Laboratory (FWL) for Educational Research and Development to measure student progress in written communication. A student writing sample is obtained using equivalent topics at the beginning and end of the program year consisting of about one page of doubly spaced information when typed. Each essay is graded anonymously by external readers, with the average of two readers' scores used for each essay.

9. Student End-of-Year Questionnaire

This questionnaire is designed to: (1) follow up on questions asked on the Student Background Questionnaire administered at the beginning of the year to assess any change that might have occurred during the year; (2) assess student knowledge about job trends and related information; and (3) collect data on student reflections about their school/EBCE experiences.

10. Parent Opinion Survey

The Parent Opinion Survey is designed to assess parents' perceptions of EBCE project strengths and weaknesses, benefits of the program to their son or daughter, and the extent of their involvement in the program. Because EBCE is a program that actively involves parents as well as students, it becomes important to assess parental opinions regarding the program.

11. Resource Opinion Survey

Since participating resource personnel are an essential aspect of EBCE, their opinions about the program are important. This questionnaire is designed to determine: how resources became involved with EBCE, how they judge the progress of students with whom they have worked, the impact of EBCE within their organization and their perceptions regarding the operations of the program and their role in it.

12. Staff Questionnaire.

This questionnaire asks the staff to rate the importance and perceived effectiveness of learning strategies used in EBCE. It also contains questions dealing with the staff's perception of factors contributing to and those limiting the success of the program, changes they would suggest in the program, and areas in which they feel students have made greatest and best growth. Because the staff are working with the program on a daily basis, their perception of strengths and weaknesses and their recommendations for change are important to consider.

13. Student Update Sheet

This sheet provides a fast means of updating the student data file at each of the pilot sites. It records information on students entering and terminating the program and can be used to maintain and update student rosters. Since the evaluation of EBCE is intended to document what students actually accomplished in the program over the year as well as behavioral changes over the year, it is important to record the work done by students. This update sheet can be completed by a project staff member based on existing project master files.

14. Staff Rating Form

The basic program goals are rated at the end of the school year on a seven-point Likert scale by each staff member. The seven points range from Very Effective to Very Ineffective. This form is used to estimate staff perception of student progress on each of the program goals.

15. EBCE Essential Characteristics Checklist

The purpose of this checklist is to determine to what degree sites using the EBCE program have been able to implement that program's essential characteristics. These characteristics consist of the basic philosophical and policy characteristics considered to be essential to program organization and operation. Each lead person and the project director will be asked to complete the checklist for his or her project.

16. EBCE Process Checklist

This checklist is intended as an instrument to identify areas in which pilot sites are consistent with or different from the FWL EBCE operational model. A description of what deviations occur, their reasons and their results, is essential for an understanding of the EBCE implementation effort. This process checklist consists of four sections: (1) EBCE objectives, (2) management and organization processes, (3) curriculum and instruction processes, and (4) student service processes.

17. Site Description Questionnaire

This brief questionnaire can be filled out any time during the first half of the project's first year by the Project Director. It is intended to provide some common descriptive data across the implementation sites that will allow for a brief written description of the community, school district, local high schools(s) from which EBCE students come, and local career education alternatives for students.

APPENDIX C

Student Information Management System for Career Education (SIMSCE)

SIMSCE

The Northwest Regional Educational Laboratory (NWREL) has developed a Student Information Management System for Career Education (SIMSCE)[1] Developed as an outgrowth of NWREL's Experience-Based Career Education (EBCE) program, SIMSCE provides test scoring, data file maintenance and data analysis services directly applicable to implementation sites which utilize the full EBCE model or adaptations thereof. The system is also highly flexible and could be used to maintain and update student information for a wide variety of career education programs.

Specific advantages of the system are that it is:

1. Integrated

   Provision is made for maintaining records covering the full range of EBCE activities including record keeping, test scoring and file maintenance, roster monitoring and data analysis. The Basic Skill, Life Skill and Career Development components are all monitored.

2. Flexible

   Although provision is made for specific record keeping and scoring of particular testing instruments, SIMSCE can be generalized to manage data for most career education projects.

3. Comprehensive

   Classroom rosters can be generated with each data file update and individual and classroom score results are produced for most instrumentation. Midyear and end-of-year student completion records of student performance are also available.

4. Convenient

   Most file data are generated directly from the instrument scoring routines. Student updating is easily completed and student drops are automatically maintained in a separate file. File data can be extended or changed with a minimum of effort.

5. Economical

   By utilizing preprepared update sheets and scoring routines expensive clerical activity is reduced without affecting the quality or comprehensiveness of the data analysis. Scoring costs are minimal.

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[1] The SIMSCE system is in the final stages of development at this writing. However, clearances for scoring the standardized instruments have not yet been received from all of the publishers. The final services and costs will depend upon receiving such clearance. Mention of any specific instrument does not indicate official endorsement by the U.S. Office of Education, the National Institute of Education or any other federal agency.

Three main types of services are provided as part of SIMSCE: instrument scoring and direct data coding, student data file management and program data analysis. The SIMSCE Scoring System provides scoring services for a number of standardized instruments and other instruments developed by the NWREL EBCE evaluation staff. These scoring services are provided for machine-scoreable answer sheets for some instruments and as direct data keypunching for other instruments. Printed output is provided in both cases, usually as individual records plus class listings.

In addition, student data file records are created for inclusion in the SIMSCE Data Base System. Utilization of this system at a minimum cost allows local projects to maintain all student data in one central storage file on a magnetic tape. In this way, student files can be easily updated with a minimum of effort. At the same time, students who leave the program can easily be deleted from the file. The Data Base System also provides updated student rosters with each file change plus midyear and end-of-year Student Completion Records. The SIMSCE Data Analysis services include utilization of highly sophisticated computer software including the Statistical Package for the Social Sciences (SPSS), the UCLA Biomedical Package (BIOMED) and MULTIVARIANCE, a generalized univariate and multivariate analysis of variance, covariance and regression package. Each of these services is discussed in the following section.

SIMSCE SCORING SYSTEM

Standardized Instruments

CTBS. The EBCE program concentrates on the Basic Skill, Life Skill and Career Development curriculum areas. Test scoring services have been developed for instrumentation directly applicable to the measurement of change in each of these areas. The Comprehensive Test of Basic Skills (CTBS), Form S, Level 4, has been selected to evaluate growth in basic skills using the machine readable Digitek answer sheets 6901-6904. Although the reading comprehension, arithmetic concepts and arithmetic applications subtests are recommended as the minimum for administration, provisions have been made for scoring all of the subtests. (See the Evaluation Handbook for a more detailed description of the CTBS and its administration procedures.) A student record sheet data file record is produced for each student and a program record sheet is produced listing all students within a given program. Scores are expressed in raw, expanded standard score (ESS) and grade equivalent forms, although only the ESS scores are maintained in the data file and used for analysis. Examples of CTBS scored output appear in the Evaluation Handbook.

The CTBS, Forms S and T, are available for students in grades K-12 on several levels of testing and the ESS score representation allows direct comparisons between levels. In this way students known or presumed to function below the eighth grade level (Level 4 covers grades 8-12) could be administered Level 3 or even Level 2 and still obtain an ESS score which is comparable. At the present time scoring services for other levels are not available, but could be provided if the need arises.

PSM. The Psychosocial Maturity Scale (PSM) was developed by Dr. Ellen Greenberger and associates at Johns Hopkins University based on biological, psychological and sociological models of maturity. The PSM instrument, also known as the Student Opinion Scale to avoid biasing student responses, yields nine subscores (self-reliance, work, identity, communications, role, trust, social commitment, change, and tolerance) plus a validity scale (social desirability) and three summary scores (Individual Adequacy, Interpersonal Communication and Social Adequacy). Many of these scale scores are directly applicable to Life Skill goals of the EBCE program. For a more detailed description of the instrument and its scoring procedures, see the Evaluation Handbook.

The PSM is scored using an Optical Scanning Corporation standard answer sheet-C (DS 1120-C) which is specially prepared according to directions in the Evaluation Handbook. These machine readable sheets can be computer scored with a data file record produced for each student and a program record sheet complete with student ID number, subscores and summary score with student averages for each score. If desired, the student names, sex and grade levels will also be listed. An example of the printed output for the PSM is provided in the Evaluation Handbook.

Self Directed Search. Developed by John Holland and his associates at Johns Hopkins University, the Self Directed Search (SDS) is designed to aid in educational and vocational planning. Based upon the students' self-perceptions of abilities, backgrounds and interests, a summary SDS code is obtained concerning Holland's areas of realistic (R), investigative (I), artistic (A), social (S), enterprising (E) and conventional (C) occupations. The instrument and its scores are described in more detail in the Evaluation Handbook.

The SDS results must be coded onto IBM coding sheets (provided by NWREL). These coded results are then keypunched and machine scored. In addition to summary scores by the six occupational areas, an SDS Summary Code, a Consistency and a Differentiation score, plus an Occupations, Self-Estimates, Activities and Total Score are produced. These scores are listed individually for student records and a class record. An explanation of these scores and examples of SDS printouts are provided in the Evaluation Handbook.

NWREL Developed Instruments

The following instruments have been developed by the NWREL EBCE staff and have been used in previous evaluations. Under the provisions of the Federal Reports Act, Federal clearance is required from the Office of Management and Budget (OMB) for certain types of documents. Any instrument intended to be used for identical data collection from ten or more persons under most grants and all contracts from the Federal government requires OMB clearance. All of the following instruments have received OMB clearance and have been assigned number OMB 51 R 1177.

NWREL EBCE Semantic Differential. A semantic differential instrument has been developed by the EBCE evaluation staff to evaluate the Life Skill area concepts of "me", "community resources", "adults", "school", "learning", "work", and "decision making". This instrument, described in more detail in the Evaluation Handbook, can be site scored by using a specially-prepared NWREL EBCE Semantic Differential Scoring template. If these data are to be maintained by SIMSCE, the resultant scores must then be coded onto IBM computer coding sheets and submitted to NWREL for keypunching. Since the scoring is completed locally, no special computer printout of scores is provided.

NWREL EBCE Student Application/Background Questionnaire. This questionnaire was developed to obtain background information from students. Information is requested about family background, students' previous employment history, short- and long-range educational and work goals, involvement in high school and community activities, hobbies, reading habits and reasons for joining this EBCE program. Except for the last section, this questionnaire could be readily used as a background questionnaire for almost any program or control group.

The questionnaire is designed so that responses can be keypunched directly from the form for entry into SIMSCE. A questionnaire suitable for photocopying and reproduction plus sample output are provided in the Evalution Handbook.

NWREL EBCE Student End-of-Year Questionnaire. The Student End-of-Year Questionnaire was designed for the following purposes: (1) to follow up on questions asked on the Student Application Questionnaire administered at the beginning of the year to assess any change that might have occurred during the year; (2) to assess student knowledge about job trends and related information; and (3) to collect data on student reflections about their EBCE experiences. The last section can be readily modified and the questionnaire can be used either alone or in conjunction with the Student Application Questionnaire for almost any program or control group.

The Questionnaire was designed so that responses can be keypunched directly from the form for entry into SIMSCE. A questionnaire suitable for photocopying and reproduction plus sample output are provided in the Evaluation Handbook.

Additional Instruments

Student Attitude Questionnaire. The Student Attitude Questionnaire (SAQ) is a compilation of four attitude questionnaires from three different instruments. The first subtest consists of the New Mexico (NM) Career Oriented Activities Checklist, a standardized instrument published by MONITOR. This instrument examines the steps high school students have taken in order to make occupational decisions. The second subtest is the School Opinion Survey developed by the Far West Laboratory (FWL) for Educational Research and Development. This instrument yields four subscores (decision-related, school-related, peer-related and staff-related) concerning attitudes towards schooling. The final two subtests were developed by NWREL. The scales measure EBCE Life Skills attitudes, including those regarding sex role stereotyping, and EBCE competency-related experiences.

The SAQ is scored using an Optical Scanning Corporation standard answer sheet-C (DS1120-C) which is coded according to directions on the test booklet. These machine readable sheets can be computer scored with a data file record produced for each student and a program record sheet complete with student ID number and subscores. An example of the printed output for the SAQ is provided in the Evaluation Handbook.

SIMSCE DATA BASE SYSTEM

Structure

The SIMSCE data base was designed specifically to maintain EBCE student records. The specific system, comprised of eleven 80-character records for each subject, was designed to store and process a student data record (10), pretest and posttest data, respectively, for the CTBS (21 and 22), PSM (31 and 32), SDS (41 and 42), NWREL EBCE Semantic Differential (51 and 52), Student Application Questionnaire (61) and Student End-of-Year Questionnaire (62). In addition, the Student Attitude Questionnaire (SAQ) can be substituted for either the PSM, SDS or NWREL EBCE Semantic Differential. The layout for each of these record types is presented in Appendix A. File structure is illustrated in Figure 1 on the following page.

Updates

Data records other than Student Cards can be added to the system in any form or deleted from the system at any time provided a Student Card exists for that ID number. Student Cards control individual student records but must be updated or deleted separately from the rest of the student's record file. In this way, space is provided for new students which are added to the master file; or entire student record files can be deleted with just a minimum of effort. When a student is deleted from the master file, the entire record file for that student is punched onto computer cards for storage in a dead file. In this way, the master file is always comprised of only active students.

Since all student information except test scores is maintained on the Student Card, additions or changes to existing student information can be easily accomplished through completion and subsequent keypunching of a Student Card Update Sheet. Complete directions for the use and coding of these Update Sheets are provided in the Evaluation Handbook.

	Record 10	Student Card	
	21	CTBS Pretest ESS Scores	
	22	CTBS Posttest ESS Scores	
	31	PSM Pretest Scores	
	32	PSM Posttest Scores	
11 Records (880 characters)	41	SDS Pretest Scores	
	42	SDS Posttest Scores	
	51	NWREL EBCE Semantic Differential Pretest Scores	
	52	NWREL EBCE Semantic Differential Posttest Scores	
	61	NWREL EBCE Student Application Questionnaire	
	62	NWREL EBCE Student End-of-Year Questionnaire	
	(X1	SAQ Pretest Scores)	These scores can be substituted for records 31 and 32, 41 and 42, or 51 and 52.
	(X2	SAQ Posttest Scores)	

Figure 1
File Structure for an EBCE Application of SIMSCE for One Student

Output

The SIMSCE data base is maintained by student ID number with site number. In this way, student rosters for each site can be generated at any time. In addition, the entire master file, or any portion thereof, by site, can be printed or punched onto cards at any time. Updated student rosters will be sent to participating sites whenever updates are made to one or more Student Cards. In addition, master file printouts or punched copies will be provided upon request.

Additional Capabilities

Although the scoring programs and master record files of SIMSCE were designed for NWREL EBCE replication sites using specific standardized and NWREL-developed instrumentation, the structure of the update system allows considerable flexibility for EBCE sites or career education programs which utilize different instrumentation. The only limitations to the system are required columns of information on the Student Card; required record type, site and student ID number on each record; and a maximum of 740 characters of test information.

Those sites electing to utilize these additional capabilities could use the standardized scoring and analysis services only for the already designated instruments. Other instrumentation would have to be scored externally or by negotiation and agreement with NWREL. However, all of the capabilities for Student Card or student file updating would be available as would data file printing or punching and roster updates.

SIMSCE DATA ANALYSIS SERVICES

Data analysis services for those sites utilizing one or more of the designated instruments on a pretest/posttest and/or experimental (e.g., EBCE/Control group basis) would be available at a nominal fee. Other analyses utilizing different instrumentation can be purchased on a time-available, negotiated-price basis from NWREL EBCE evaluation staff.

Data processing will be facilitated by the latest hardware (a CDC 6400 computer) and software computer services. Available analysis packages include SPSS, MULTIVARIANCE and Bio Med and will be supported by the NWREL EBCE evaluation staff.

ADDITIONAL NWREL EBCE EVALUATION SERVICES

The NWREL EBCE evaluation staff possesses the expertise to provide technical assistance in the following areas of evaluation: planning, test scoring and data file management, data analysis, report writing and evaluation training.

During the planning phase of evaluation the NWREL EBCE evaluation staff can assist in establishing an experimental design and in selecting appropriate instrumentation. Wherever feasible, comparison and/or control groups should be located or established which provide for an experimental test of the implementation. In addition, program goals will be refined and appropriate instrumentation suggested. Additional instrumentation can be developed by NWREL staff to evaluate specific questions of local interest.

Although the NWREL staff will not participate in data collection, they can provide training of data collectors and ongoing data and program management services. Program management can be monitored through the administration of program fidelity instruments developed by NWREL EBCE evaluation staff members. Two checklists of NWREL EBCE program fidelity have been developed by the evaluation staff -- one providing a check on the minimal essential program characteristics and the other measuring the degree of utilization of NWREL EBCE processes.

NWREL EBCE evaluation staff members will also be available to provide assistance in the interpretation and utilization of data analysis results including technical report writing. Thus, NWREL EBCE evaluation staff members will be available to provide assistance at all stages of program evaluation.

A member of the NWREL EBCE evaluation unit will be pleased to meet with district staff to discuss the evaluation needs of the district, to describe the procedures for negotiating a NWREL service contract and to provide cost estimates for special services.

SERVICES NOT AVAILABLE

As mentioned above, the NWREL staff do not have the resources to participate in actual data collection or data coding. However, training services can be provided for people to serve in these capacities.

Since the NWREL EBCE evaluation staff is not considered to be an independent third party evaluator of the NWREL version of EBCE, we cannot participate in the actual evaluation of the NWREL model of EBCE under grants from the U.S. Office of Education under Part D of the Vocational Education Act. However, an independent contractor can adopt the evaluation design explicated in the Evaluation Handbook and, in turn, subcontract to NWREL for the scoring of instrumentation and the maintenance of a student information management file. Therefore, the services, which we cannot provide to districts using the NWREL EBCE program under Part D are: data collection, site observations, data interpretation and summarization, and report writing.

COSTS OF INSTRUMENTS AND SERVICES

Instrumentation Purchasing Costs

The addresses and costs listed below are those available to NWREL as of March, 1976. Prices are subject to change by the publishers.

CTBS, Level 4, Form S

Publisher: CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 94930
(408) 649-8400

-or-

McGraw-Hill Ryerson Limited
330 Progress Avenue
Scarborough 707
Ontario, Canada
(416) 293-1911 (Canadian orders only)

Answer Sheet No.	Code No.	Title	Cost	Quantity
	80913	Specimen Set	$ 3.00	1
	10957	Complete battery test books (Includes 1 Examiner's Manual)	19.95	35
	10959	Partial battery test books (Excludes science and social studies)	18.20	35
	10923	Reading and Reference Skills Test (books only)	9.45	35
6901	75901	Reading and Reference Skills Digitek Answer Sheets	4.50	50
6902	75902	Language Digitek Answer Sheets	4.50	50
6903	75903	Mathematics Digitek Answer Sheets	4.50	50
6904	75904	Science and Social Studies Digitek Answer Sheets	4.50	50

Other costs are available by writing the CTB/McGraw Hill Company

Psychosocial Maturity Scale

Publisher: Dr. Ellen Greenberger
Program in Social Ecology
University of California at Irvine
Irvine, California 92717

Cost per instrument available from publisher. Machine scoreable answer sheets are available from NWREL for NWREL SIMSCE users (OpScan standard answer sheet-C, DS 1120-C)

Self Directed Search

Publisher: Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

Self Directed Search Instrument (consumable)	$30.00	50
Occupations Finder (not consumable)	5.50	25

Student Attitude Questionnaire

Copies of this instrument are available from NWREL at a cost of $.50 per instrument. This cost includes a royalty fee covering the standardized NM Career Oriented Activities Checklist. Machine scoreable answer sheets are available from NWREL for NWREL SIMSCE users (OpScan standard answer sheet-C, DS 1120-C).

NWREL EBCE Semantic Differential

A camera-ready copy of the Semantic Differential suitable for photocopying and reproduction is provided in the NWREL EBCE Evaluation Handbook. Copies of the NWREL EBCE Semantic Differential Scoring Template will be provided at no cost to sites using SIMSCE or its services.

NWREL EBCE Student Application Questionnaire
NWREL EBCE Student End-of-Year Questionnaire

Camera-ready copies of both of the above instruments suitable for photocopying and reproduction are provided in the NWREL EBCE Evaluation Handbook.

APPENDIX D

APPENDIX D

EBCE ESSENTIAL CHARACTERISTICS CHECKLIST

Site____

Respondent__________________________ Date____________________

For each area, rate the project on a five-point scale using the anchor points indicated for each area. Place the number 1 to 5 that most clearly represents your opinion in the box by each area.

I. EBCE is an individualized program.

Site
A B C

A. Ongoing staff assessment of student needs, interests and abilities in Basic Skills, Life Skills and Career Development:

3 5 4

$\boxed{1}$ There is no ongoing assessment in two or more of these areas.

$\boxed{5}$ Student needs, interests and abilities are continually assessed.

B. Participation in assessment:

3 4 4

$\boxed{1}$ Students play a passive role in the assessment process.

$\boxed{5}$ Students play an active role in the assessment process.

C. Individual negotiation:

5 4 5

$\boxed{1}$ All student projects are preassigned and not subject to negotiation.

$\boxed{5}$ All student projects allow for negotiation between student and staff.

D. Integration

4 4 5

$\boxed{1}$ Student projects are not integrated with a student's prior experiences.

$\boxed{5}$ Individual assessment and accountability are integrated with program learning strategies when learning plans are negotiated.

E. Accountability standards (a set of learning and behavioral expectations for students as members of the EBCE 'community'):

5 4 5

$\boxed{1}$ There are few if any accountability standards.

$\boxed{5}$ Clear accountability standards exist and give students the necessary flexibility to meet basic program expectations.

II. EBCE is a community-based program.

A. Community input into program planning and operation:

4 4 4

$\boxed{1}$ No mechanism currently exists for obtaining community input.

$\boxed{5}$ A systematic mechanism exists for procuring and utilizing community input.

II. EBCE is a community-based program. (continued)

Site
A B C

B. Role of the program advisory board:

1 There is no program advisory board.

3 3 2

5 The program advisory board takes an active role in direction of the program by providing program input.

C. Community members and student learning:

1 Community members are not involved in student learning activities.

4 5 5

5 Community members serve as resource instructors and certifiers of student learning.

D. Provision for community instructor training/development activities:

1 There are no community instructor training/development activities.

ITEM OMITTED

5 There are at least four, regularly scheduled community instructor training/development activities each year.

III. EBCE is an experience-based program and is built from the career activities of adults,

A. Mode of learning:

1 Students are instructed in a passive or school-like mode.

5 5 5

5 Active, realistic, lifelike learning activities are provided for all students.

B. Student activity:

1 Students have little or no role in planning and scheduling their activities.

5 4 5

5 Students have the responsibility for budgeting their time and managing their daily activities.

C. Utilization of resources for learning:

1 Secondary resources (textbooks, courses) are given priority.

5 5 5

5 Primary resources (people, institutions such as libraries and museums, events) are given priority.

D. Community learning activities:

1 Adult activities in the community are not utilized in student learning.

4 4 5

5 Adult activities in the community serve as the primary context for student learning.

III. EBCE is an experience-based program and is built from the career activities of adults. (continued)

Site
A B C

E. Reference population:

5 4 5

$\boxed{1}$ Teachers and school work are the primary referent.

$\boxed{5}$ Adults in the world of work are the primary referent.

F. Community learning potential:

5 4 4

$\boxed{1}$ No analysis is made of the learning potential of the local community.

$\boxed{5}$ There is systematic analysis that enables staff and students to take full advantage of the learning potential of the local community.

IV. EBCE must have its own identity and must be comprehensive and integrated.

A. Program requirements and processes:

3 3 5

$\boxed{1}$ Regular high school requirements and processes are used to determine student learning plans.

$\boxed{5}$ EBCE program requirements and processes determine student learning plans.

B. Program completion requirements:

4 3 4

$\boxed{1}$ Program completion requirements are vague, unspecified or not differentiated from the regular high school requirements.

$\boxed{5}$ Program completion requirements are clearly defined and consistent with program goals and local requirements.

C. Curriculum:

5 5 5

$\boxed{1}$ The curriculum structure includes experiences in no more than one of the following areas: Basic Skills, Life Skills, Career Development.

$\boxed{5}$ The curriculum structure includes experiences in all of the above areas.

D. Survival competencies:

ITEM
OMITTED

$\boxed{1}$ There are no performance-based survival competencies in the program.

$\boxed{5}$ There are at least ten performance-based survival competencies in the program.

E. Interrelatedness of curriculum areas and student learning:

3 4 5

$\boxed{1}$ Curriculum content areas, such as chemistry, are emphasized separately.

$\boxed{5}$ Emphasis is on interrelated curriculum areas and this is demonstrated by the student learning activities.

V. The EBCE program places a major emphasis on the career development of students.

Site
A B C

A. Types of community learning situations:

$\boxed{1}$ There are no employer/community learning sites.

5 5 5

$\boxed{5}$ Provision is made for different types and levels of learning situations at employer/community sites.

B. Emphasis at learning sites:

$\boxed{1}$ Students are paid for their contributions on employer/community sites.

5 5 5

$\boxed{5}$ Students are on employer/community sites for learning about careers, not to earn money.

C. Career decision making:

$\boxed{1}$ Students are not encouraged to improve their career decision making processes.

5 4 5

$\boxed{5}$ Students are required to gather information about themselves and the world of work and apply this information in career decision making.

D. Reflections on student experiences:

$\boxed{1}$ There are few or no opportunities for student self-evaluation.

5 4 5

$\boxed{5}$ Students are encouraged to reflect on experiences and evaluate their own strengths, weaknesses and progress.

APPENDIX E

Form GA

APPENDIX E

EBCE PROCESS CHECKLIST

Site ______________________________

Respondent ____________________ DATE ____________

1. OBJECTIVES

For each objective listed below, please check whether it applies to all, some, or none of your EBCE students. Also list any additional student outcomes that your project may have.

Career Development	All Students	Some Students	No Students
1. Students will increase their knowledge of their own aptitides, interests and abilities and apply this understanding to their potential career interests.	A,C*	B	
2. Students will increase their knowledge of social, governmental, and economic issues and trends in the world of work	A,B,C		
3. Students will develop the general skills of job finding, job application, on-the job negotiation and dependability necessary in daily work interactions.	A,B,C		
4. Students will increase their abilities to analyze careers and career opportunities in terms of potential life styles, educational requirements, and availability of preparation opportunities.	A,B,C		
Basic Skills			
5. Students will improve their performance level of Basic Skills (reading, writing, oral communication and mathematics).	A,B,C		

---

*Letters refer to the site indicating each response.

	Used With:		
	All Students	Some Students	No Students
6. Students will be able to perform applied skill tasks related to careers of interest to them.	A,C	B	
7. Students will become aware of the level of Basic Skills needed to enter careers of interest to them and will understand the relationship of that level to their current Basic Skills proficiency.	B,C	A	
8. Students will demonstrate an increased willingness to apply Basic Skills to work tasks and to avocational interests.	A,C	B	
Experiential Outcomes			
9. Students will show a realistic attitude toward learning.	A,C	B	
10. Students will show a realistic attitude toward the world of work.	A,B,C		
11. Students will show a realistic attitude toward adults (including parents), themselves, and the resulting relationship.	B,C	A	
Life Skill Outcomes			
12. Students will increase in their ability to inquire, use critical thinking, and the problem solving process.	C	A,B	
13. Students will increase in their ability to clearly and concisely communicate with their peers, as well as with adults.	B,C	A	
14. Students will develop an understanding of others in their ability to trust, to be open to change, and to respect differing values in people and institutions.	B,C	A	

	Used With:		
	All Students	Some Students	No Students
15. Other outcomes (please list)			
______	______	______	______
______	______	______	______
______	______	______	______
______	______	______	______
______	______	______	______

II. MANAGEMENT AND ORGANIZATION PROCESSES

Please check the appropriate response that describes the current status of your project on each of the following dimensions.

1. Has the district school board approved the project?

[A,B,C] 1.Approved in writing ☐ 2.Verbally approved ☐ 3.Not approved

2. Has the state department of education approved the project?

[A,C] 1.Approved in writing ☐ 2.Verbally approved ☐ 3.Not approved

3. Does the project meet all legal and fair labor practice requirements?

[A,B,C] 1.Yes ☐ 2.Meets most requirements ☐ 3.No

(If you select "meets most requirements" or "no,", please explain.)

4. Are the following staff roles being used? (Check those roles actually defined and used.)

[A,B,C] Project director
[A,B,C] Learning coordinator
[A,B,C] Resource analyst
[A,B,C] Aides

[A,B,C] Project Coordinator
Others (list) Program
Secretary
______

III. CURRICULUM AND INSTRUCTION PROCESSES

A. Which of the following experiences are utilized in your program? (check all of those which apply)

[A,B,C] 1.Student Advisory groups
[A,B,C] 2.Project seminars
[C] 3.Student workshops
[A,C] 4.Group projects
☐ 5.Tutorials
[A] 6.Independent student using programmed materials

B. Student Projects

1. Are the students required to complete a minimum number of projects each quarter?

[B,C] 1.yes
[A] 2.no

If yes, how many projects is each student expected to complete each quarter? 2; 20 quarter hours

2. On individually prepared projects, who generally does the following? (Check responses that apply):

1.Selects the topics	[A,C] 1.Students	☐ 2.Staff	[B] 3.Both
2.Determines the objectives and activities	☐ 1.Students	☐ 2.Staff	[A,B,C] 3.Both
3.Evaluates the results	☐ 1.Students	☐ 2.Staff	[A,B,C] 3.Both

C. Orientation Level Process

1. Are orientation levels--

[A,B,C] 1.Required of all students
☐ 2.Required of some students
☐ 3.Optional for students

2. How many orientation levels, if any, are required of students in your program? 3;3;1

3 Who selects the orientation sites for an individual student?
[C] 1.EBCE staff
[A] 2.The student
[B] 3.Staff and student jointly
☐ 4.Other (please specify)____________________________

4. What is the average length of each orientation in hours? 3;4;16

D. Exploration Level Process

1. Are exploration levels--

[A,B,C] 1.Required of all students
☐ 2.Required of some students
☐ 3.Optional for students

2. How many exploration level experiences, if any, are required of students in your program? 1;1-2;4

3. Who selects the exploration sites for an individual student?
☐ 1.EBCE staff
[A,C] 2.The student
[B] 3.Staff and student jointly
☐ 4.Other (please specify)__________

4. What is the average length of each exploration level in hours? 20;40;40

E. Student Workshop Resources

1. Approximately how many seminars with resource persons or organizations have you held for students or do you plan to hold this school year? 8;4;4

F. Investigation Level Process

1. Will investigation levels at resource sites be--
   - A 1. Required of all students
   - ☐ 2. Required of some students
   - B,C 3. Optional for students

2. How many investigation levels, if any, are required of students in your program? 1;1;0

3. Who selects the investigation sites for an individual student?
   - ☐ 1. EBCE staff
   - A,C 2. The student
   - B 3. Staff and Student jointly
   - ☐ 4. Other (please specify)

4. What is the average length of each investigation in hours? 30-50; 60;50-100

G. Specific Curriculum Materials

Please indicate which of the following materials are used by students in your program.

	Used by: All Students	Used by: Some Students	Used by: No Students
1. Georgia Hi-Jive	A,B,C		
2. Other materials (please specify)			
DOT: Occupational Handbook		A	
Specialized AV materials; Ind.Child Care	B		
Career Guidance Center; Pin Sort	C		
Sex Role materials	C		

H. Program Completion Requirements

1. Does your project have written program completion requirements that are clearly defined? A,C 1.yes B 2.no

IV. STUDENT SERVICES

A. Student Recruitment

1. Has student recruitment been aimed at a cross section of local high school students? A,B,C 1.yes ☐ 2.no

   If no, what types of students have been recruited? ______________

2. What recruitment strategies were used? Group presentations; posters; student announcements;EBCE students and teachers; newspaper articles; booth
3. When were students recruited? Continually beginning in October (6 weeks prior to startup); November, 1976 and February, 1977; 4 weeks prior to quarter
4. What types of students actually entered the program? (Indicate only if different from type of student recruited.)

   Above average, concerned about what they want to do after high school
   All types of students- different IQ levels, different motivation levels

B. Classes

1. Are students allowed to take classes at the local high school?

[A,B,C] 1.yes
☐ 2.no

If yes, how many students are taking such classes? all 10; 6; 10

2. Are students allowed to take classes at community colleges or other postsecondary institutions? [A,B,C] 1.yes ☐ 2.no
If yes, how many students are taking such classes? 0; 0; 1

3. Are students allowed to take classes or courses at resource sites? [A,B,C] 1.yes ☐ 2.no If yes, how many students are taking such classes? 0; 0; 2

C. Guidance

1. Is the guidance function handled by the learning coordinator?
[A,C] 1.yes [B] 2.no If no, how is the function handled?

2. Do staff members regularly schedule individual parent conferences regarding student progress? ☐ 1.yes [A,B,C] 2.no

3. Do staff members periodically contact parents by telephone regarding student progress? [A,B,C] 1.yes ☐ 2.no

4. If the answers to questions 2 and 3 above are both "no" how is information regarding student progress shared with parents?

D. Accountability System

1. Does your project utilize a student accountability system with clearly defined expectations and consequences? [A,B,C] 1.yes ☐ 2.no

2. If yes, does your accountability system use the FWL Program handbooks? [B,C] 1.yes [A] 2.no

E. Assessment Forms

Listed below are a number of EBCE forms or instruments sometimes used. Please indicate which forms are required, optional or not used.

	Required	Optional	Not Used
1. CTBS Reading & Arithmetic Subtests	A,B,C		
2. Student Attitude Questionnaire	A,B,C		
3. Semantic Differential	A,B,C		
4. Psychosocial Maturity Scale (Student opinion scale)	A,B,C		C
5. Parent Opinion Survey	B		C
6. Employer Opinion Survey	B		
7 Student Application Forms	A,B,C		
8. Staff Questionnaire	B		C
9. End-of-Year Student Questionnaire	B		C

2. Please list any additional forms or instruments your project now uses.

Project Sketch
Student Project Checklist
Project Summary
Long Term Plan
Progress Monitoring
Parental Approval
Summary of Student's Report
Communications and Media Package Goals Checklist
Physical Science Package Goals Checklist
Reading Checklist
Quantitative Skills Checklist
Job Information Questionnaire
Initial Planning Worksheet
Weekly Activity Schedule

Student Project Plan
Student Project Goals and Indicators
Credit Assignment
Resource Request
Student Application
Student Enrollment Report
Commerce Package Goals Checklist
Life Science Package Goals Checklist
Career Decision Making Questionnaire
Career Decision Making Rating
Oral Communications Rating
Writing Scale
Career Information Questionnaire
Overview of Student Activities
Workshop Description

APPENDIX F

INTERIM REPORT

THIRD-PARTY EVALUATION OF THE VEA-D IMPLEMENTATION AND DEMONSTRATION OF THE NIE EXPERIENCE-BASED CAREER EDUCATION PROGRAM BY THE PIONEER COOPERATIVE EDUCATIONAL SERVICE AGENCY
(Cleveland, Georgia)

Submitted by

Northwest Regional Educational Laboratory
710 Southwest Second Avenue
Portland, Oregon 97204
503/248-6972

April, 1977

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This report summarizes the activities undertaken during the period of October 1, 1977 to the present by the Northwest Regional Educational Laboratory in its role as third-party evaluator to the implementation and demonstration of the Experience-Based Career Education (EBCE) Program operated under the auspices of the Pioneer Cooperative Educational Service Agency (CESA). The EBCE program was developed under the sponsorship of the National Institute of Education at four educational laboratories. Pioneer CESA chose to implement the model developed by the Far West Laboratory under a grant from Part D monies of the Vocational Educational Act.

The remainder of this document details the work completed to date by NWREL. Each of the responsibilities indicated in the Evaluation Plan will be discussed in terms of its completion. The final section of the report contains a summary of the pretest evaluation data and other relevant baseline data.

NWREL EVALUATION TASKS

1. Prepare or refine an EBCE program evaluation design that addresses the information needs of Pioneer CESA and of the U.S. Office of Education as the funding agency. This design will include the purpose for evaluation, program objectives, data collection instruments and procedures, data analysis plan, evaluation timeline, and a management plan that details the responsibilities of the District and of NWREL.

This task was completed as of October 11, 1976, when the Evaluation Plan was submitted to Pioneer CESA.

2. Designate a NWREL EBCE evaluation unit member as a primary contact person for working with this project.

Joseph F. Haenn, Senior Research Associate at NWREL, was designated as primary contact person for this project.

3. Develop formative and summative evaluation instruments needed in the evaluation to assess objectives.

The following instruments were developed or adapted for use in the third-party evaluation of this project:

a. EBCE Student Application/Background Questionnaire

b. Psychosocial Maturity Scale (Social Adequacy Scale only)

c. NWREL EBCE Semantic Differential
d. Student Attitude Questionnaire
e. FWL Writing Sample
f. Student End-of-Year Questionnaire
g. Parent Opinion Survey, Form GA
h. Resource Opinion Survey, Form GA
i. Student Update Sheet
j. EBCE Essential Characteristics Checklist
k. EBCE Process Checklist, Form GA
l. Site Description Questionnaire

The following instruments will be developed or adapted before the completion of the project year:

a. Staff Questionnaire
b. Staff Rating Form

4. Provide a camera-ready copy of all non-standardized evaluation instruments to be used in the evaluation.

These instruments were sent to Pioneer CESA by November 15, 1976.

5. Provide Pioneer CESA with a specimen set of standardized instruments to be used together with cost information and an order blank.

These materials were supplied to Pioneer CESA by November 15, 1976.

6. Provide written directions for administering any NWREL or FWL sponsored instruments.

These directions were supplied to Pioneer CESA by November 15, 1976.

7. Prepare common codes and coding directions for all answer sheets and data collection forms.

These codes and directions were supplied to Pioneer CESA by November 15, 1976.

8. Provide an evaluation orientation training session for project staff and interested local school personnel.

This training session was conducted by Joseph Haenn from NWREL at Pioneer CESA on November 16, 1976.

9. Provide specific test administration training to local data collectors.

This training was conducted by Joseph Haenn from NWREL at Pioneer CESA on November 16, 1976.

10. Collect baseline and file data.

During on-site visits conducted the weeks of November 15, 1976 and March 14, 1977, baseline and file data were collected for the three Hall County high schools. This data will be summarized in the final evaluation report.

11. Monitor pretest data collection.

Ms. Susan P. Tyson was subcontracted by NWREL to monitor pretest data collection. Ms. Tyson monitored pretesting on November 29 and 30, 1976 and submitted her report to NWREL on December 3, 1976. The report consisted of completed Testing Monitoring Checklists for each day along with a written report of her observations. The testing procedure was conducted according to suggested administration procedures.

12. Verify the correct scoring and/or coding of all instruments.

Pretest materials were submitted by Pioneer CESA to NWREL on December 13, 1976. All materials were reviewed upon receipt for correct coding and scoring.

13. Provide scoring services for the pretest instruments as designated in the evaluation design.
14. Keypunch the data.
15. Return scored data and instruments.

The pretest data were scored and keypunched as designated in the evaluation design. Scored data were returned to Pioneer CESA on December 27, 1976 for all pretest instrumentation except for the FWL Writing Sample. These results will be analyzed and scored by independent raters at the same time as the posttest results to reduce the possibilities of a time-of-year bias.

16. Monitor pretest data collection for additional students.

Ms. Susan P. Tyson, under contract to NWREL as a consultant, monitored the pretest data collection for new EBCE students on March 21-22, 1977. Her test monitoring report, submitted on March 23rd, indicated that the testing followed recommended administration procedures.

17. Conduct site visit of two or more days to observe the program's operation and interview project staff regarding program implementation.

A four day site visit of each of the Hall County high school EBCE programs was conducted during the week of April 14, 1977. The results of interviews conducted with project staff will be summarized in the final evaluation report.

18. Assess the degree of EBCE program implementation.

The level of EBCE program implementation was assessed by administration of the EBCE Essential Characteristics Checklist and the EBCE Process Checklist during the site visits during the week of April 14, 1977. The results of administration of these checklists are summarized in a later section of this report.

19. Verify the correct scoring and/or coding of all instruments used in the pretest of additional students.
20. Provide scoring services for pretest instruments as designated in the evaluation plan for additional students.
21. Keypunch the data for additional students.
22. Return scored data and instruments for additional students.

These data have not yet been submitted to NWREL and will be processed at a future date.

23. Prepare 10 copies of a written interim report for Pioneer CESA containing baseline and early implementation data.

The preparation of this report satisfies this NWREL evaluation responsibility.

BASELINE EVALUATION DATA

Descriptions of EBCE Settings

There are three participating schools in the Pioneer CESA EBCE project: North Hall, East Hall and Johnson High School. All schools are located in Hall County, Georgia around the county seat of Gainesville. Hall County has recently had rapid urban and industrial development. It is situated about 50 miles northeast of Atlanta and includes most of the large Lake Lanier recreational area. A brief description of each of these settings follows as gathered from the Site Description Questionnaire.

North Hall High School. The North Hall School District is located north of the Gainesville city limits. Approximately 37 percent of the parents have at least a high school education. Another 31 percent have had some college work. Over half of the parents expect their children to attend college, with one quarter expecting work for their children after high school graduation.

The major occupations are highly skilled services, professionals, business executives and government employees. Although the area is somewhat rural in character, less than one percent of the parents earn their living by farming or in farm-related industries.

Fifty-seven percent of the families have combined incomes between $9,000 and $12,000 annually. Only one percent earns less than $5,000.

As of March, 1977, North Hall High School had 981 students enrolled in grades 9-12 at an average per pupil cost of approximately $900. The school contains 637 additional students in grades 7 and 8. The only minority students are a few orientals.

Alternative career education programs available at North Hall High School in grades 7-12 include: distributive education, building and construction trades, home economics, vocational education, business education, vocational office training, pre-vocational training for EMR students, transportation trades, coordinative vocational academic education, agriculture, electro-mechanics, horticulture and health occupations.

East Hall High School. The East Hall School District is located east of the Gainesville city limits. Approximately 26 percent of the parents have at least a high school education, with the median number of years of schooling completed at 8.4 years.

The major occupations are wholesale and retail trade (16.3 percent), textile and apparel manufacturing (16.7 percent), food processing (12.6 percent), other manufacturing (8.6 percent), agriculture (8.4 percent) and construction (7.3 percent).

Most of the students were born and reared in Hall County. Due to integration, the majority of Blacks are bussed from the southeast portion of the county. There are also several non-resident persons from northern states and some students who have moved in from neighboring counties.

Alternative career education programs are similar to those offered at North Hall High School. In addition, there are metal fabrications occupations and diversified cooperative training.

Johnson High School. The Johnson High School District is located southeast of the Gainesville city limits. The learning coordinator for this program was ill during a portion of the previous site visit and will supply responses to the Site Description Questionnaire during the next site visit.

Degree of Program Implementation

The Essential Characteristics Checklist was administered to each of the learning coordinators at the three high schools. Responses to each of the items are indicated below given in terms of EBCE and also the regular high school program.

	EBCE Program		Regular HS Program	
EBCE Essential Characteristics	Range	Mean	Range	Mean
I. EBCE is an individualized program				
A. Ongoing assessment of students	3-5	4.0	1-2	1.3
B. Student participation in assessment	3-4	3.7	1-2	1.3
C. Individual negotiation of student work	4-5	4.7	1-1	1.0
D. Integration of work and experience	4-5	4.3	1-3	1.7
E. Student accountability standards	4-5	4.7	2-3	2.7
*Total average	4.0-4.6	4.3	1.2-2.2	1.7

EBCE Essential Characteristics	EBCE Program Range	EBCE Program Mean	Regular HS Program Range	Regular HS Program Mean
II. EBCE is a community-based program				
A. Community program input mechanism	4-4	4.0	2-3	2.7
B. Program advisory board role	2-3	2.7	1-2	1.3
C. Community participation with students	4-5	4.7	2-3	2.3
*Total average	3.3-4.0	3.7	1.7-2.3	2.1
III. EBCE is an experience-based program and is built from the career activities of adults				
A. Active, lifelike learning	5-5	5.0	1-1	1.0
B. Student responsibility	4-5	4.7	1-2	1.3
C. Primary resources for learning	5-5	5.0	1-1	1.0
D. Community learning activities	4-5	4.3	1-3	1.7
E. Adult reference population	4-5	4.7	1-1	1.0
F. Analysis of community learning	4-5	4.3	2-2	2.0
*Total average	4.3-4.8	4.7	1.1-1.7	1.3
IV. EBCE must have its own identity and must be comprehensive and integrated				
A. Special program processes	3-5	3.7	1-1	1.0
B. Special program requirements	3-4	3.7	1-3	1.7
C. Wide range curriculum	5-5	5.0	1-3	2.0
D. Interrelated curriculum areas	3-5	4.0	1-2	1.7
*Total average	3.8-4.8	4.1	1.0-2.1	1.5
V. The EBCE program places major emphasis on the career development of students				
A. Types of community learning	5-5	5.0	2-3	2.7
B. Learning, not earning	5-5	5.0	1-2	1.3
C. Career decision making emphasis	4-5	4.7	2-2	2.0
D. Student self-evaluation	4-5	4.7	1-2	1.3
*Total average	4.5-5.0	4.8	1.5-2.2	1.8

According to these self responses, the learning coordinators felt that after only one quarter of operation their EBCE programs were experience-based, built from the career activities of adults and placed major emphasis on the career development of students. In addition, the programs were individualized but could be strengthened to encourage students to play a more active role in the assessment process. The weakest program essential involves the role of the program advisory board which had not yet assumed an active stance.

The EBCE Process Checklist, Form GA, was administered to two of the learning coordinators. The third learning coordinator was ill at the time. Each of the

EBCE learning objectives was being used with at least some of the students at each of these sites. Each site was using nine of the objectives with all students. One site utilized student advisory groups and project seminars while the other site also used group projects and independent study using programmed materials.

No minimum number of student projects was required at one site, while the other site was requiring two projects each quarter. At one site both students and staff selected project topics, determined project objectives and activities and evaluated the results. At the other site, only students selected project topics.

Three orientation levels were required of each student. At one site, staff and students jointly selected both orientation and exploration sites while students alone selected them at the other site. Orientation levels average three hours at one site and four hours at the other.

Exploration levels were also required of students with one site requiring one or two explorations and the other site only one. The average length of explorations was 20 hours at one site and 40 hours at the other.

One investigation level activity was required of all students at one site, but was optional at the other site. These investigations ranged from 30-50 hours at one site to 60 hours at the other site.

One site planned to hold eight resource seminars this year, while the other site planned only half as many.

Student recruitment was aimed at a cross section of students and conducted using group presentations, posters, newspaper articles, announcements to students and word of mouth by EBCE students and teachers. The actual students recruited were "above average, concerned about what they want to do after high school" at one site and "all types of students--different IQ levels, different motivation levels" at the other site.

All or almost all students are taking courses at the local high school. In addition, they are allowed to take courses at resource sites or on the postsecondary level, although no students have so far done this.

Staff members have contacted parents by telephone, but do not regularly schedule individual parent conferences. Both sites stated they have accountability systems with clearly defined expectations and consequences with only one site using the FWL Program Handbooks in their assessment process.

Pretest Scores

At pretest time students completed the Reading Comprehension, Arithmetic Concepts and Arithmetic Applications subtests of Level 4, Form S of the Comprehensive Test of Basic Skills; EBCE Semantic Differential; Student Attitude Questionnaire (SAQ); Psychosocial Maturity Scale (Social Adequacy Scale only); FWL Writing Sample; and, the EBCE Student Application/Background Questionnaire. As mentioned before, the writing samples will not be analyzed until after administration of the posttest and therefore, the pretest results will not be presented here. Also, the results of the Student Application/Background Questionnaire will be reported in the end of year report.

CTBS Pretest Scores. Students scored extremely high on the pretest of the CTBS as indicated by their grade equivalent (GE) and expanded standard scores (ESS) given below. This was especially true on Reading Comprehension and Arithmetic Concepts at North Hall and Johnson High Schools where the students achieved the maximum grade equivalent scores. Therefore, the use of grade euqivalent scores would limit the possibility of showing gain over the course of the EBCE program.

CTBS PRETEST MEAN SCORES

		Reading Comp.		Arith. Concepts		Arith. Appl.	
School	N	GE	ESS	GE	ESS	GE	ESS
North Hall	10	13.6	690	13.6	710	13.6	669
East Hall	11	11.0	627	9.9	584	8.9	542
Johnson	12	13.6	718	13.6	686	11.2	610

Another way to examine these scores is in terms of percentiles. Since neither raw scores or percentiles are equal interval scales, a new metric has been developed called Normal Curve Equivalents, or NCEs.[1] NCEs are a type of standard score which range from 1 to 99, have a mean of 50 and a standard deviation of 21.06. The pretest results in terms of percentiles and NCEs are given below.

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[1] Tallmadge, G. Kasten. Interpreting NCEs. ESEA Title I Evaluation and Reporting System, Technical Paper No. 2. Mountain View, California: RMC Research Corporation. October, 1976.

CTBS PRETEST MEAN SCORES

School	N	Reading Comp. Pctile	Reading Comp. NCE	Arith. Concepts Pctile	Arith. Concepts NCE	Arith. Appl. Pctile	Arith. Appl. NCE
North Hall	10	59.9	55.3	75.2	64.4	66.5	59.0
East Hall	11	46.9	48.4	32.8	40.6	22.0	33.8
Johnson	12	71.2	61.8	63.1	57.1	43.3	46.5

Since extrapolated percentile tables are given for midyear testing and we actually tested in December, these norms are more relevant to the target population. Interpreted in this way, we see that students at East Hall are below the national average on all three subtests, while students at Johnson High School are below the national average on Arithmetic Applications.

Scores at the end of the year will be examined in terms of NCE gains, where a third of a standard deviation (or 7 NCEs) will be considered as an educationally significant gain. In terms of raw scores, a ceiling effect exists after the pretest on Reading Comprehension at Johnson High School and on Arithmetic Concepts at both North Hall and Johnson High Schools. If the students just stay at their pretest percentile level at posttest (NCE gain = 0) the ceiling effect will be obtained at posttest time on Reading Comprehension and Arithmetic Concepts for both North Hall and Johnson High Schools and on Arithmetic Applications at North Hall High School. Therefore, any gains which are obtained will be depressed, at least at North Hall and Johnson High Schools.

Student Attitude Questionnaire (SAQ). The SAQ instrument yields seven scores from four subtests. The New Mexico Career-Oriented Activities Checklist subtest, RBS Career Planning Attitude Scale subtest and RBS Attitudes Towards Self Scale subtest each have one score. The FWL School Opinion Scale subtest yields four scores: decision-related attitudes, school-related attitudes, peer-related attitudes and staff-related attitudes. The obtained and maximum scores for these subtests are given below.

SAQ Subtests	Maximum Score	North Hall	East Hall	Johnson HS
NM Career Oriented Activities Checklist	46	23.3	18.7	25.8
FWL School Opinion Scale Attitudes				
Decision-related	50	31.8	32.3	34.0
School-related	30	23.6	21.7	23.7
Peer-related	30	21.9	21.5	20.5
Staff-related	40	22.7	21.5	23.6

SAQ Subtests (cont.)	Maximum Score	North Hall	East Hall	Johnson HS
RBS Attitude Scales				
Career Planning	110	82.6	80.4	88.2
Towards Self	95	69.4	69.5	71.9

According to these results, students at East Hall have had fewer career-oriented activities when compared to the other two sites, but do have a high attitude towards career planning. They also have lower school-related and staff-related attitudes. Students at Johnson High School scored consistently higher on each of these attitudinal areas except for their peer-related attitudes. An opportunity for growth on each scale exists at each site.

Psychosocial Maturity Scale (PSM). Only the Social Adequacy (SA) portion of the PSM was administered. This portion yields scores for social commitment, openness to change, tolerance, social adequacy and social desirability. The latter score is a "lie" scale with high scores on this scale indicating a tendency to fake responses with the more socially desirable answer. Results on this instrument are indicated below.

PSM Subscales	Maximum Score	North Hall	East Hall	Johnson HS
Social Commitment	44	35.5	33.2	38.3
Openness to Change	44	36.8	36.0	37.8
Tolerance	44	35.6	33.7	39.6
Social Adequacy	132	107.9	102.9	115.7
Social Desirability	9*	18.3	20.2	17.2

According to these results, students at East Hall were more inclined to give socially-desirable responses. They also scored lowest on all three subscales. Students at Johnson High School again had the highest scores.

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*A low score is preferable on this scale only. A high score indicates a tendency to respond in the socially desired manner.

APPENDIX G

APPENDIX G

STUDENT BACKGROUND QUESTIONNAIRE

Please check the answers that describe you, or write in responses when asked to do so.

1. Have you ever worked for pay outside of your home on a regular basis? (If no, ignore questions 2 and 3 and go directly to question 4).

	Site A	Site B	Site C
Yes	83.3*	50.0	83.3
No	16.7	50.0	16.7

2. If you answered yes to question 1, what types of work do you do now or have you done in the past?

	Site A	Site B	Site C
Only unskilled labor listed	100.0	100.0	60.0
Only skilled labor listed	0.0	0.0	20.0
Both skilled and unskilled jobs listed	0.0	0.0	20.0

3. What do you expect to be doing one year after completing high school? (check one or more answers)

	Site A	Site B	Site C
Working full-time	0.0	16.7	0.0
Entering an apprenticeship or on-the-job training program	0.0	0.0	0.0
Going into regular military service or to a service academy	0.0	0.0	0.0
Attending a vocational, technical, trade or business school	0.0	16.7	0.0
Attending a junior or community college	50.0	16.7	50.0
Attending a four-year college or university	50.0	0.0	50.0
Working part-time	33.3	33.3	0.0
Other (travel, take a break)	16.7	0.0	0.0
I have no idea what I will be doing	0.0	50.0	16.7

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*Numbers of each response indicate the percentage of students giving that response (out of 6 at each site). In some instances one or more students may have left an item blank.

4. How far do you plan to pursue your formal education? (Check one)

	Site A	Site B	Site C
Do not plan to finish high school	0.0	0.0	0.0
High School graduate	0.0	33.3	0.0
High school plus one or two years of college, community college or special training	16.7	50.0	0.0
High school plus three or more years of college, community college or special training	0.0	16.7	50.0
Four-year college graduate	33.3	0.0	50.0
Graduate or professional training beyond college	50.0	0.0	0.0

5. List two jobs you feel you would like to hold after completing your education. Be as specific as possible (for example, say "a mechanical draftsman" rather than "working at National Engineering").

Jobs were coded according to Hollingshead's socioeconomic status system into the following categories:

	Site A	Site B	Site C
Higher executives and major professionals	58.3	0.0	50.0
Business managers and lesser professionals	16.7	50.0	41.7
Administrative personnel and minor professionals	16.7	25.0	8.3
Clerical, sales workers	8.3	16.7	0.0
Skilled manual employees	0.0	0.0	0.0
Semi-skilled employees	0.0	0.0	0.0
Unskilled	0.0	0.0	0.0
Other	0.0	0.0	0.0

6. Have you observed or directly worked at either or both of the two preferred jobs listed for question 5?

	Site A	Site B	Site C
I have observed or worked at both jobs	0.0	0.0	50.0
I have observed or worked at one of these jobs	50.0	66.7	16.7
I have not observed or worked at either job	50.0	33.3	33.3

7. How sure are you of steps to prepare for and enter the job which you would most like to hold after graduation?

	Site A	Site B	Site C
Do not know where to begin	0.0	16.7	0.0
Have some idea	66.7	66.7	16.7
Steps pretty clear	33.3	0.0	83.3
Steps quite clear	0.0	16.7	0.0

8. Do you feel you will be able to complete the necessary steps for this job?

	Site A	Site B	Site C
Yes	66.7	50.0	100.0
Not sure	33.3	50.0	0.0
Probably not	0.0	0.0	0.0

9. What are the occupations of your father and mother?

Occupations were coded according to Hollingshead's socioeconomic status system into the following categories.

Father's Occupation

	Site A	Site B	Site C
Higher executives and major professionals	0.0	0.0	0.0
Business managers and lesser professionals	16.7	0.0	0.0
Administrative personnel and minor professionals	16.7	16.7	16.7
Clerical, sales workers	33.3	0.0	16.7
Skilled manual employees	16.7	16.7	0.0
Semi-skilled employees	16.7	33.3	16.7
Unskilled employees	0.0	0.0	0.0
Other	0.0	33.3	50.0

Mother's Occupation

	Site A	Site B	Site C
Higher executives and major professionals	0.0	0.0	0.0
Business managers and lesser professionals	33.3	0.0	16.7
Administrative personnel and minor professionals	16.7	0.0	0.0
Clerical, sales workers	16.7	16.7	16.7
Skilled manual employees	0.0	0.0	0.0
Semi-skilled employees	16.7	16.7	33.3
Unskilled employees	0.0	16.7	0.0
Other	0.0	50.0	33.3

10. What high school activities (such as choir or basketball team) did you participate in the year before entering EBCE. Write "none" if you did not participate in any. If you participated in sports, list the actual names of the sports.

	Site A	Site B	Site C		Site A	Site B	Site C
None	33.3	0.0	16.7	Three	0.0	0.0	16.7
One	50.0	100.0	16.7	Four	16.7	0.0	0.0
Two	0.0	0.0	50.0	Five	0.0	0.0	0.0

11. What specific high school activities, if any, do you plan to participate in this year?

	Site A	Site B	Site C		Site A	Site B	Site C
None	33.3	0.0	33.3	Two	16.7	0.0	0.0
One	33.3	83.3	16.7	Three	0.0	0.0	16.7
				Four	16.7	0.0	33.3

12. List your hobbies or recreational activities.

	Site A	Site B	Site C
None	0.0	0.0	0.0
One	16.7	0.0	0.0
Two	0.0	16.7	16.7
Three	50.0	66.7	0.0
Four	16.7	0.0	83.3
Five	16.7	16.7	0.0

13. Approximately how many pamphlets, brochures, manuals or magazine articles did you read this past school year?

	Site A	Site B	Site C		Site A	Site B	Site C
None	0.0	0.0	0.0	11 to 20	16.7	16.7	16.7
1 to 5	0.0	33.3	0.0	21 to 30	0.0	0.0	16.7
6 to 60	0.0	16.7	0.0	more than 30	83.3	33.3	66.7

14. Are you:

	Site A	Site B	Site C
White	100.0	100.0	100.0
Black	0.0	0.0	0.0
Oriental	0.0	0.0	0.0
Spanish descent (Chicano, Puerto Rican and so forth)	0.0	0.0	0.0
Native American Indian	0.0	0.0	0.0
Native Alaskan	0.0	0.0	0.0
Other (Specify)	0.0	0.0	0.0

15. What is the highest level of formal education your father has completed?

	Site A	Site B	Site C
None	0.0	0.0	0.0
Elementary School	0.0	16.7	0.0
Some high school	0.0	33.3	0.0
High school graduate	50.0	50.0	0.0
Some postsecondary (for example, some college, jr. college, business school, trade or technical school)	33.3	0.0	83.3
College graduate (4-year degree)	0.0	0.0	0.0
Some graduate work	0.0	0.0	0.0
Advanced degree	16.7	0.0	0.0
Do not know	0.0	0.0	16.7

16. What is the highest level of formal education your mother has completed?

	Site A	Site B	Site C
None	0.0	0.0	0.0
Elementary school	0.0	0.0	0.0
Some high school	16.7	16.7	33.3
High school graduate	33.3	66.7	16.7
Some postsecondary	33.3	16.7	50.0
College graduate	0.0	0.0	0.0
Some graduate work	0.0	0.0	0.0
Advanced degree	16.7	0.0	0.0
Do not know	0.0	0.0	0.0

17. How important was each of the following factors in deciding to join EBCE? (Circle one number for each question. For example, "1"=not important, "3"=somewhat important, and "5"=extremely important).

[The mean (with standard deviation in parentheses) for each site is shown in the table below]

	Site A	Site B	Site C
I wanted more freedom/independence	3.5 (1.22)	3.2 (1.17)	3.5 (1.38)
I wanted to choose my own learning style	4.3 (0.82)	4.2 (0.75)	3.5 (1.05)
I wanted to learn about careers	4.5 (0.84)	4.8 (0.41)	4.5 (0.84)
I did not like my previous school	1.8 (1.60)	1.7 (0.82)	1.5 (1.22)
I wanted to prepare for a job	4.2 (0.98)	4.3 (0.82)	4.7 (0.52)
I was bored with school	2.5 (1.52)	3.0 (1.41)	2.8 (1.83)
I heard the EBCE program was easy	1.2 (0.41)	1.8 (1.33)	1.0 (0.00)
Other (specify)	5.0 (0.00)	4.0 (0.00)	5.0 (0.00)

APPENDIX H

APPENDIX H

STUDENT END-OF-YEAR QUESTIONNAIRE

	Site A	Site B	Site C
1. What do you expect to be doing one year after completing high school?			
1. Working full-time	0.0	33.3	0.0
2. Entering an apprenticeship or on-the-job training program.	0.0	0.0	0.0
3. Going into regular military service or to a service academy	0.0	0.0	28.6
4. Attending a vocational, technical, trade or business school	0.0	0.0	0.0
5. Attending a junior or community college	16.7	33.3	42.9
6. Attending a four-year college or university	66.7	0.0	14.3
7. Working part-time	0.0	16.7	14.3
8. Other (travel, take a break)	16.7	0.0	0.0
9. I have no idea what I'll be doing	0.0	16.7	0.0
2. How far do you plan to pursue your formal education?			
1. Don't plan to finish high school	0.0	0.0	0.0
2. Graduate from high school	0.0	50.0	0.0
3. High school plus one or two years of college, community college or special training	16.7	33.3	0.0
4. High school plus three or more years of college, community college or special training	0.0	0.0	28.6
5. Graduate from four year college	0.0	16.7	42.9
6. Graduate or professional training beyond college	83.3	0.0	28.6

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*Numbers for each response indicate the percentage of students giving that response (out of 6 at sites A and B and 7 at Site C). In some instances one or more students may have left an item blank.

	Site A	Site B	Site C
*3. List two jobs you feel you might like to hold after completing your education. *Jobs were coded according to Hollingshead's socioeconomic status system into the following categories:*			
1) Higher executives and major professionals	50.0	8.3	28.6
2) Business mandgers and lesser professionals	25.0	25.0	42.9
3) Administrative personnel and minor professionals	0.0	16.7	14.3
4) Clerical, sales workers	8.3	25.0	14.3
5) Skilled manual employees	16.7	8.3	0.0
6) Semi-skilled employees	0.0	8.3	0.0
7) Unskilled	0.0	0.0	0.0
8) Other	0.0	8.3	0.0
4. Have you observed or directly worked at either or both of the two preferred jobs listed for question 3?			
1. I observed or worked at both jobs	66.7	66.7	71.4
2. I observed or worked at one of these two jobs	33.3	16.7	14.3
3. I did not observe or work at either job	0.0	16.7	14.3
5. How sure are you of steps to prepare for and enter the job which you would most like to hold after graduation?			
1. Do not know where to begin	0.0	16.7	0.0
2. Have some idea	16.7	33.3	14.3
3. Steps pretty clear	33.3	33.3	28.6
4. Steps quite clear	50.0	16.7	57.1
6. Do you feel you will be able to complete the necessary steps for this job?			
1. Yes	100.0	66.7	85.7
2. Not sure	0.0	33.3	0.0
3. Probably not	0.0	0.0	14.3

**Job 1 and job 2 were consolidated to show a total for each category.*

	Site A	Site B	Site C
7. What aspects of your learning experience this year (if any) influenced your choice of potential careers? (Check as many as apply.)			
1. None	0.0	0.0	14.3
2. I talked to teachers or a counselor about by choices	66.7	0.0	42.9
3. I talked to people who work at the jobs	83.3	83.3	71.4
4. I talked with relatives or friends about my choices	66.7	50.0	42.9
5. I had experience in observing or trying out the jobs	66.7	50.0	71.4
6. I read about the jobs	66.7	50.0	57.1
7. Other (Please write in.)	16.7	0.0	14.3
8. a. Are there any jobs that last year seemed interesting that you now feel do not match your interests or abilities?			
1. Yes	66.7	33.3	42.9
2. No	33.3	66.7	57.1
b. If yes, list these jobs.			
c. Why do you now feel that the job(s) no longer match your interests or abilities?			
d. What caused you to change your mind about the job(s)? (Check one or more of the following.)			
1. Advice from teachers or a counselor	0.0	0.0	0.0
2. Advice from relatives or friends	0.0	0.0	0.0
3. Advice from someone who works at the job(s)	16.7	0.0	14.3
4. Information I have read about the job(s)	33.3	0.0	14.3
5. Experience in observing or trying out the job(s)	33.3	16.7	42.9
6. My interests have changed	66.7	16.7	14.3
7. I don't know	0.0	0.0	0.0
8. Other (Please state your reason.)	0.0	0.0	14.3

Questions 9-31 were answered by the students using a Likert scale of 1 to 5 to indicate how helpful they felt EBCE/school had been to them in reaching each objective. (For example, if they felt EBCE/school was very helpful they were to circle 5, if moderately helpful they were to circle 3 and if little or no help circle 1.) The mean and standard deviation (in parenteses) are shown for each site in the table below:

How helpful do you feel your EBCE/school experiences this year have been in assisting you to--

		Site A	Site B	Site C
9.	solve problems logically.	4.5(0.84)	4.8(0.41)	4.0(1.15)
10.	understand the role of science in our society today.	4.7(0.52)	4.3(0.52)	4.1(0.90)
11.	understand more about yourself.	4.7(0.82)	4.2(0.75)	3.9(0.90)
12.	get along with others.	4.5(0.84)	4.5(0.84)	3.9(0.69)
13.	understand the democratic process.	3.7(1.21)	3.7(0.52)	3.4(1.13)
14.	develop your own creativity.	4.2(0.41)	4.0(0.89)	4. (0.95)
15.	learn how your interests and abilities fit into potential careers.	4.8(0.41)	4.7(0.52)	4.4(0.53)
16.	learn how society's values, the government and the economy affect the world of work.	3.8(1.17)	3.7(0.82)	4.0(0.82)
17.	learn what to look at when considering a job.	4.3(0.52)	4.8(0.41)	4.6(0.53)
18.	learn how to find and keep a job.	3.5(0.84)	3.8(1.17)	4.3(0.76)
19.	learn the basic skills necessary for the careers that interest you.	4.0(0.89)	4.5(0.55)	4.6(0.79)
20.	improve your reading skills.	3.0(0.89)	3.3(0.52)	3.7(0.76)
21.	improve your math skills.	3.0(1.10)	2.3(1.21)	2.7(0.95)
22.	improve your oral communication skills.	4.5(0.84)	4.7(0.52)	4.6(0.79)
23.	improve your writing skills.	3.8(1.17)	3.5(1.38)	3.7(0.95)
24.	know what level of basic skills proficiency is required in the jobs of interest to you.	3.6(0.89)	3.7(0.52)	4.3(0.76)
25.	gain confidence in your ability to apply basic skills to complete tasks and to solve problems around you.	4.3(0.82)	4.0(0.89)	4.0(0.82)

		Site A	Site B	Site C
26.	become acquainted with a broad range of resources to use in gathering information for work and decision making.	4.7(0.52)	4.3(0.82)	4.6(0.53)
27.	communicate comfortably with adults.	4.5(0.55)	3.5(1.64)	4.7(0.76)
28.	take responsibility for your own actions.	4.5(0.84)	4.0(1.10)	4.3(0.76)
29.	become more open to ideas and values different from your own.	4.3(0.82)	3.8(0.84)	4.0(1.15)
30.	use information obtained through direct experiences in making decisions.	3.8(1.17)	4.0(0.63)	4.4(0.53)
31.	feel prepared to accept adult responsibilities.	4.2(0.98)	4.2(0.75)	4.6(0.79)
32.	How would you rate the overall quality of your EBCE/school program? *[Students used a scale of 1 (poor) to 5 (excellent).]*	4.5(0.84)	4.7(0.52)	4.4(0.79)
33.	If you had it to do over again, do you think you would decide to participate in EBCE? *[Students used a scale of 1 (definitely no) to 5 (definitely yes).]*	3.7(1.75)	4.7(0.52)	4.9(0.38)
34.	In EBCE have you felt that you could progress at your own rate? *[Students used a scale of 1 (definitely no) to 5 (definitely yes).]*	4.0(1.55)	4.8(0.41)	4.7(0.49)
35.	In comparison with the regular high school program, how much opportunity did EBCE provide you for learning about occupations? *[Students used a scale of 1 to 5 (1 = much less, 3 = about same, 5 = much more).]*	5.0(0.00)	4.7(0.52)	5.0(0.00)
36.	In comparison with the regular high school program, how much opportunity did EBCE provide you for general learning? *[Scale of 1 to 5 as in question 35.]*	3.5(1.05)	4.2(0.41)	4.3(0.95)
37.	In comparison with past experiences in the regular high school program, how motivated are you to learn in EBCE? *[Scale of 1 to 5 as in question 35.]*	4.3(1.03)	4.2(0.75)	4.4(0.79)

	Site A	Site B	Site C
38. What courses, if any, have you taken this year at the high school, a community college, employer site or elsewhere? (Please list any courses and where they were taken.)			
None	0.0	16.7	0.0
One	33.3	50.0	28.6
Two	33.3	33.3	57.1
Three	0.0	0.0	14.1
Four	16.7	0.0	0.0
Five	16.7	0.0	0.0
Six			
Seven			
39. This year, approximately how many pamphlets, brochures, manuals or magazine articles did you read?			
1. None	0.0	0.0	0.0
2. 1 to 5	0.0	0.0	14.3
3. 6 to 10	0.0	33.3	0.0
4. 11 to 20	16.7	16.7	14.3
5. 21 to 30	16.7	16.7	14.3
6. More than 30	66.7	33.3	57.1
40. This year, approximately how many books (not counting textbooks) did you read?			
1. None	0.0	0.0	0.0
2. 1 or 2	16.7	0.0	14.3
3. 3 to 5	33.3	16.7	14.3
4. Between 6 and 10	0.0	50.0	28.6
5. Between 11 and 20	16.7	33.3	28.6
6. More than 20	33.3	0.0	14.3
41. Do you read the newspaper?			
1. No, or almost never	0.0	16.7	14.3
2. Yes, at least once or twice a week	33.3	50.0	14.3
3. Yes, most every day	66.7	33.3	71.4

	Site A	Site B	Site C
42. If you read the newspaper at least once a week, what sections do you usually read? (Check one or as many as applicable)			
1. One section	0.0	0.0	0.0
2. Two sections	0.0	0.0	0.0
3. Three sections	0.0	0.0	0.0
4. Four sections	0.0	50.0	28.6
5. Five sections	16.7	33.3	0.0
6. Six sections	16.7	16.7	28.6
7. Seven or more sections	66.7	0.0	42.9
43. During the school year, approximately how many visits did you make to the following community resources? (Write in the number next to each community resource. Put "0" if you did not visit a particular resource). [The means(with standard deviations in parentheses) are listed for each site].			
Public Libraries	7.3(2.58)	6.5(2.95)	9.0(0.00)
Museums	0.3(0.82)	1.2(0.98)	0.1(0.38)
Courts	1.3(1.97)	3.0(4.65)	4.3(3.64)
Public Meetings	1.7(2.42)	0.0(0.00)	1.0(1.41)
Colleges or Universities	5.5(3.15)	3.3(1.03)	1.9(1.95)
State Legislature	0.2(0.41)	0.0(0.00)	0.0(0.00)
Listed below are ten statements about career planning. For each statement check either the Agree or Disagree column.			
44. Most persons remain in the same job throughout their adult lives (D)	33.3	50.0	85.7
45. Few women work outside of the home after marraige (D)	66.7	66.7	85.7
46. Less than one-third of all job openings require a college degree (A)	33.3	66.7	28.6

		Site A	Site B	Site C
47.	Most people have the ability to do well in any job if they set their minds to it (D)	33.3[*]	0.0	0.0
48.	There is only one "right job" for a person in terms of his/her abilities (D)	83.3	83.3	85.7
49.	The unemployment rate of 20-year-olds in the labor market is usually less than the rate for other adults (D)	33.3	50.0	71.4
50.	The State Employment Service Office provides free information about job openings and job training programs (A)	100.0	100.0	100.0
51.	Apprentices are paid while they learn (A)	100.0	50.0	85.7
52.	The English and math skills of freshmen are about the same from one college to another (D)	33.3	83.3	71.4
53.	Ten years from now most jobs will require four or more years of college (D)	33.3	33.3	42.9

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[*] Percentage of students responding correctly. The correct response is given in parentheses following each statement.

SUMMARY

OPEN-ENDED QUESTIONS

STUDENT END-OF-YEAR QUESTIONNAIRE

Pioneer CESA

(N=60)

54. In your opinion, what are the greatest strengths of the EBCE Program?

Student responses fell under the following categories:

		Frequency	*Percent*
1.	Good alternative to a regular school program	4	6.7
2.	Students learn about "real life" situations and responsibility; self-motivation	17	28.3
3.	Good way of getting students to learn	3	5.0
4.	Experience in working with adults	3	5.0
5.	Individual treatment of students	5	8.3
6.	Experience in observing or trying out jobs	14	23.3
7.	Students learn how their interests and abilities fit into potential careers	24	40.0
8.	Students learn what to look at when considering a job; how to keep a job; acquaints students with broad range of resources to use in gathering information for work and decision making	6	10.0
9.	Students improve communication skills/ interpersonal relationships	2	3.3
10.	Students gain confidence	4	6.7
11.	Lets you progress at your own pace	16	26.7
12.	Unacceptable (nonsensical) responses	2	3.3
13.	Other*	9	15.0

---

*Complete listing follows

55. In your opinion, what are the greatest weaknesses of the EBCE program?

Student responses fell under the following categories:	*Frequency*	*Percent*
1. Some students can't handle the freedom/ responsibility.	6	10.0
2. Problems in organization/staffing of the program	4	6.7
3. Students not receiving sufficient training in basic skills or survival skills/no advance courses (i.e., advanced math)	1	1.7
4. Inadequate supervision of students on job sites	1	1.7
5. Lack of a variety of job sites/resources to meet students' interests	11	18.3
6. Poor communication lines (staff/students/ resources/school)	3	5.0
7. Too much paperwork/forms	14	23.3
8. Not enough positive public relations/ lack of interest on part of community and administration	4	6.7
9. None	15	25.0
10. Other*	10	16.7

---

*Complete listing follows

Question 54--"Other" responses

You can learn more things that will help you in your own life.

I'm not sure.

Meet influential people

Opportunity

Freedom

It has shined the new light I have been waiting for.

Since students have greater freedom they have enough "rope" to being themselves.

You can learn what you want to.

Helps you to develop your personality.

Question 55--"Other" responses

The students

People sometimes try to decide what you should do and what you should be!

We are too crowded; we need more room; everybody bumps into one another.

Not being able to become involved with a resource because of time or the technical or confidential aspects of the job.

The lack of individuality; everything being so precise.

I did not have enough time to spend on resource visits and research.

It has just started.

I just wish that it had been started sooner.

Students should be able to go to the same resources because they will be able to relate to one another.

Not being able to know the student is working at his maximum.

APPENDIX I

Form GA

APPENDIX I

EBCE STAFF RATING FORM

LEARNING COORDINATOR'S RESPONSES
(N=3)

Listed below are the measurable student outcome objectives which were specified for your EBCE program. Please rate each objective, first in terms of how important you feel it is for EBCE students, and secondly in terms of how effectively you feel it has been achieved this year. Some objectives may be considered important, but not have been achieved effectively while others may have been achieved very effectively but be of low importance. If the objective is not used at your site, please circle NI for not implemented this year. Circle 1 for not important or not effective to 5 for highly important or highly effective.

Measurable Student Outcome Objectives	*HOW IMPORTANT*					*HOW EFFECTIVE*					
	Not Imp. *1*	*2*	*3*	*4*	*Highly Imp.* *5*	*Not Eff.* *1*	*2*	*3*	*4*	*Highly Eff.* *5*	*NI*
1. Students will increase their knowledge of their own abilities, aptitudes, and interests and apply this information to the formation of tentative career and educational hypotheses.	-	-	1	-	2	-	-	2	1	-	-
2. Students will increase their abilities to analyze careers and career opportunities in terms of potential life style, educational requirements, and availability of preparation opportunities.	-	-	1	-	2	-	-	1	1	1	-
3. Students will develop the general skills of job finding, job application, on-the-job negotiation and dependability necessary in daily work interactions.	-	-	1	1	1	-	-	1	1	1	-
4. Students will increase their knowledge of social, governmental, and economic issues and trends in the world of work.	-	-	3	-	-	-	1	2	-	-	-
5. Students will be able to perform applied skill tasks related to skills of interest to them.	-	-	2	1	-	-	-	2	1	-	-

Measurable Student Outcome Objectives	HOW IMPORTANT					HOW EFFECTIVE					
	Not Imp. 1	2	3	4	Highly Imp. 5	Not Eff. 1	2	3	4	Highly Eff. 5	NI
6. Students will improve their performance level of the Basic Skills (reading, writing, oral communications and mathematics).	-	-	1	1	1	-	-	2	1	-	-
7. Students will become aware of the level of Basic Skills needed to enter careers of interest to them and will understand the relationship of that level to their current Basic Skills proficiency.	-	-	1	2	-	-	1	1	1	-	-
8. Students will demonstrate an increased willingness to apply Basic Skills to work tasks and to avocational interests.	-	-	1	2	-	-	-	2	1	-	-
9. Students will increase in their ability to inquire, use critical thinking, and the problem solving process.	-	-	1	-	2	-	-	2	-	1	-
10. Students will increase in their ability to clearly and concisely communicate with their peers, as well as with adults.	-	-	1	-	2	-	-	1	1	1	-
11. Students will develop an understanding of others in their ability to trust, to be open to change, and to respect differing values in people and institutions.	-	-	1	2	-	-	-	2	1	-	-
12. Students will show a realistic attitude toward learning.	-	-	1	1	1	-	-	2	1	-	-
13. Students will show a realistic attitude towards the world of work.	-	-	1	-	2	-	-	1	-	2	-
14. Students will show realistic attitude towards adults (including parents), themselves, and the resulting relationship.	-	-	1	1	1	-	-	2	1	-	-

APPENDIX I (Cont.)

EBCE STAFF RATING FORM

ADMINISTRATORS' RESPONSES
(N=3)

Listed below are the measurable student outcome objectives which were specified for your EBCE program. Please rate each objective, first in terms of how important you feel it is for EBCE students, and secondly in terms of how effectively you feel it has been achieved this year. Some objectives may be considered important, but not have been achieved effectively while others may have been achieved very effectively but be of low importance. If the objective is not used at your site, please circle NI for not implemented this year. Circle 1 for not important or not effective to 5 for highly important or highly effective.

Measurable Student Outcome Objectives	HOW IMPORTANT					HOW EFFECTIVE					
	Not Imp. 1	2	3	4	Highly Imp. 5	Not Eff. 1	2	3	4	Highly Eff. 5	NI
1. Students will increase their knowledge of their own abilities, aptitudes, and interests and apply this information to the formation of tentative career and educational hypotheses.	-	-	-	1	2	1	-	-	2	-	-
2. Students will increase their abilities to analyze careers and career opportunities in terms of potential life style, educational requirements, and availability of preparation opportunities.	-	-	-	1	2	-	1	-	1	1	-
3. Students will develop the general skills of job finding, job application, on-the-job negotiation and dependability necessary in daily work interactions.	-	-	-	-	3	-	1	-	1	1	-
4. Students will increase their knowledge of social, governmental, and economic issues and trends in the world of work.	-	-	1	2	-	-	1	-	2	-	-
5. Students will be able to perform applied skill tasks related to skills of interest to them.	-	-	1	1	-	-	-	1	-	1	1

Measurable Student Outcome Objectives	HOW IMPORTANT					HOW EFFECTIVE					
	Not Imp. 1	2	3	4	Highly Imp. 5	Not Eff. 1	2	3	4	Highly Eff. 5	NI
6. Students will improve their performance level of the Basic Skills (reading, writing, oral communications and mathematics).	-	-	-	-	3	-	1	1	1	-	-
7. Students will become aware of the level of Basic Skills needed to enter careers of interest to them and will understand the relationship of that level to their current Basic Skills proficiency.	-	-	-	-	3	-	1	-	2	-	-
8. Students will demonstrate an increased willingness to apply Basic Skills to work tasks and to avocational interests.	-	-	-	1	2	1	-	-	-	2	-
9. Students will increase in their ability to inquire, use critical thinking, and the problem solving process.	-	-	-	-	3	-	-	1	1	1	-
10. Students will increase in their ability to clearly and concisely communicate with their peers, as well as with adults.	-	-	-	-	3	-	-	-	1	2	-
11. Students will develop an understanding of others in their ability to trust, to be open to change, and to respect differing values in people and institutions.	-	-	-	-	3	-	-	2	-	1	-
12. Students will show a realistic attitude toward learning.	-	-	-	-	3	-	-	-	3	-	-
13. Students will show a realistic attitude towards the world of work.	-	-	-	-	3	-	-	-	3	-	-
14. Students will show realistic attitude towards adults (including parents), themselves, and the resulting relationship.	-	-	-	-	3	-	-	-	2	1	-

APPENDIX J

Form GA

APPENDIX J

EBCE STAFF QUESTIONNAIRE

LEARNING COORDINATOR'S RESPONSES
(N=3)

1. Listed below are major learning activities used in one or more EBCE programs. Please rate each, first in terms of how important you feel it is for EBCE students, and secondly in terms of how effective you feel it has been this year. Some activities may be considered important, but not producing effective results while others may be considered very effective but of low importance. If the activity is not used in your project, please circle NA for not applicable. Circle 1 for not important or not effective to 5 for highly important or highly effective.

	HOW IMPORTANT					HOW EFFECTIVE					
	Not Imp.			*Highly Imp.*		*Not Eff.*			*Highly Eff.*		
Learning Activities	1	2	3	4	5	1	2	3	4	5	NA
a. Student orientation	-	-	-	1[*]	2	-	-	-	2	1	-
b. Student Accountability System	-	-	-	1	2	-	-	-	2	1	-
c. Student negotiation	-	-	-	1	2	-	-	1	1	1	-
d. Project planning packages	-	-	-	2	1	-	-	1	2	-	-
e. Individual projects	-	-	-	1	2	-	-	-	2	1	-
f. Small group projects	-	1	1	1	-	-	1	1	-	1	-
g. Orientation level activities	-	-	1	-	2	-	-	1	-	2	-
h. Exploration level activities	-	-	-	1	2	-	-	-	1	2	-
i. Investigation level activities	-	-	-	-	3	-	1	-	-	2	-
j. Tutorials	-	-	2	-	1	2	-	-	-	-	1
k. Project seminars	-	-	1	1	1	-	1	1	-	1	-
l. Advisory group sessions	-	-	-	2	1	-	-	1	1	1	-
m. Small group workshops	-	-	-	1	2	1	-	-	1	1	-
n. Independent study using programmed materials	-	-	1	-	2	1	-	-	-	1	1
o. Others *(please specify)*	-	-	-	-	-	-	-	-	-	-	-

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[*] Figures indicate the number of staff who have selected each rating.

On the grid below please indicate how helpful you feel EBCE experiences have been in helping students to do each of the following: (Circle 1 to 5 for each statement)

		Very Helpful			Of Little or No Help	
		1	2	3	4	5
2.	Solve problems logically.	-	-	-	2	1
3.	Understand the role of science in our society today.	-	-	2	1	-
4.	Understand more about themselves.	-	-	-	1	2
5.	Get along with others.	-	-	-	2	1
6.	Understand the democratic process.	-	-	-	2	1
7.	Develop their own creativity.	-	-	1	1	1
8.	Learn how their interests and abilities fit into potential careers.	-	-	-	1	2
9.	Learn how society's values, the government and the economy affect the world of work.	-	1	-	2	-
10.	Learn to analyze potential jobs.	-	-	-	2	1
11.	Learn how to find and keep a job.	-	-	1	-	2
12.	Learn the basic skills necessary for the careers that interest them.	-	-	-	2	1
13.	Improve their reading skills.	-	1	1	-	1
14.	Improve their math skills.	1	-	1	-	1
15.	Improve their oral communication skills.	-	-	1	-	2
16.	Improve their written communication skills.	-	1	1	-	1
17.	Know what level of basic skills proficiency is required in the jobs of interest to them.	-	-	1	-	2
18.	Gain confidence in their ability to apply basic skills to complete tasks and to solve problems around them.	-	-	1	1	1
19.	Become acquainted with a broad range of resources to use in gathering information for work and decision making.	-	-	-	-	3
20.	Communicate comfortably with adults.	-	-	1	-	2
21.	Take responsibility for their own actions.	-	-	1	-	2
22.	Become more open to ideas and values different from their own.	-	-	1	1	1
23.	Use information obtained through direct experiences in making decisions.	-	-	-	1	2
24.	Feel prepared to accept adult responsibilities.	-	-	1	-	2

The following represents Learning Coordinator responses to the seven open-ended items contained in the Staff Questionnaire.

25. What factors, if any, have you seen this year that are contributing in a major way to the success of the EBCE program?

    Support of the principal and teachers
    Community is also willing and able to help students
    Good student attitude
    Support of parents and community
    100% support of the principal
    Team effort by the staff
    Interest of the students to be able to explore several careers

26. What obstacles, if any, have you seen this year that are limiting the success of the EBCE program?

    Lack of support by administration
    No tutors
    Need some resource materials
    Need help with project seminars
    Not having the proper materials or organization to work with students successfully on Basic Skills

27. In what areas do you feel EBCE students have made the greatest growth this year? Why?

    Attitudes toward themselves because they seemed to develop a more positive attitude because of good community experiences
    Increased ability to talk and interact with adults
    More realistic ideas about careers
    Career development and awareness
    Independent learning development

28. In what areas do you feel EBCE students have made the least growth this year? Why?

    Not given remedial or tutorial help in subject areas (Ex. Science-a project would be a more effective learning experience if we had someone reinforce it)
    Basic skills because there was no organized effort to help them
    None

29. What effects, if any, do you feel the EBCE program has had on the regular high school program? Why?

    More aware of Career Education and how students can learn outside the classroom
    Students are aware generally that careers are recognized as important
    New freedom looked at with suspicion
    Enhanced the curriculum

30. What effects, if any, do you feel the EBCE program has had on the community? Why?

Many community people show a feeling of being a participant in the overall program
Gotten the community involved with the school
Community has enjoyed working with young people, helping and learning from them

31. What changes, if any, would you suggest in the EBCE program for next year?

Better organization and planning for improvement in basic skills as well as life skills, community work and problem-solving skills
More resources for the students to use
20-30 proposed student load is too high. With 21 I feel frantic.

Form GA

APPENDIX J (Cont.)

EBCE STAFF QUESTIONNAIRE

ADMINISTRATORS' RESPONSES
(N=2)

1. Listed below are major learning activities used in one or more EBCE programs. Please rate each, first in terms of how important you feel it is for EBCE students, and secondly in terms of how effective you feel it has been this year. Some activities may be considered important, but not producing effective results while others may be considered very effective but of low importance. If the activity is not used in your project, please circle NA for not applicable. Circle 1 for not important or not effective to 5 for highly important or highly effective.

Learning Activities	HOW IMPORTANT					HOW EFFECTIVE					
	Not Imp.			*Highly Imp.*		*Not Eff.*			*Highly Eff.*		
	1	2	3	4	5	1	2	3	4	5	NA
a. Student orientation	-	-	-	-	2*	-	-	-	1	1	-
b. Student Accountability System	-	-	1	-	1	-	-	1	1	-	-
c. Student negotiation	-	-	-	2	-	-	-	1	1	-	-
d. Project planning packages	-	-	-	-	2	-	-	-	2	-	-
e. Individual projects	-	-	-	-	2	-	-	-	1	1	-
f. Small group projects	-	-	-	2	-	-	-	1	1	-	-
g. Orientation level activities	-	-	-	1	1	-	-	-	2	-	-
h. Exploration level activities	-	-	-	-	2	-	-	-	1	1	-
i. Investigation level activities	-	-	-	-	2	-	-	-	-	2	-
j. Tutorials	-	-	-	-	-	-	-	-	-	-	2
k. Project seminars	-	-	-	1	-	-	-	-	1	-	1
l. Advisory group sessions	-	-	-	1	1	-	-	-	1	1	-
m. Small group workshops	-	-	-	1	1	-	-	-	2	-	-
n. Independent study using programmed materials	-	-	1	-	1	-	-	1	-	1	-
o. Others *(please specify)*	-	-	-	-	-	-	-	-	-	-	-

____

____

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*Figures indicate the number of staff who have selected each rating.

On the grid below please indicate how helpful you feel EBCE experiences have been in helping students to do each of the following: (Circle 1 to 5 for each statement)

	Very Helpful			Of Little or No Help	
	1	2	3	4	5
2. Solve problems logically.	-	-	-	1	1
3. Understand the role of science in our society today.	-	-	2	-	-
4. Understand more about themselves.	-	-	-	-	2
5. Get along with others.	-	-	-	-	2
6. Understand the democratic process.	-	-	-	2	-
7. Develop their own creativity.	-	-	-	-	2
8. Learn how their interests and abilities fit into potential careers.	-	-	-	2	-
9. Learn how society's values, the government and the economy affect the world of work.	-	-	2	-	-
10. Learn to analyze potential jobs.	-	-	-	2	-
11. Learn how to find and keep a job.	-	-	1	1	-
12. Learn the basic skills necessary for the careers that interest them.	-	1	-	-	1
13. Improve their reading skills.	-	1	-	1	-
14. Improve their math skills.	-	1	-	1	-
15. Improve their oral communication skills.	-	-	-	1	1
16. Improve their written communication skills.	-	1	-	-	1
17. Know what level of basic skills proficiency is required in the jobs of interest to them.	-	-	1	1	-
18. Gain confidence in their ability to apply basic skills to complete tasks and to solve problems around them.	-	-	1	-	1
19. Become acquainted with a broad range of resources to use in gathering information for work and decision making.	-	-	-	1	1
20. Communicate comfortably with adults.	-	-	-	-	2
21. Take responsibility for their own actions.	-	-	-	1	1
22. Become more open to ideas and values different from their own.	-	-	-	1	1
23. Use information obtained through direct experiences in making decisions.	-	-	-	2	-
24. Feel prepared to accept adult responsibilities.	-	-	-	2	-

The following represents administrative staff responses to the seven open-ended items contained in the Staff Questionnaire.

25. What factors, if any, have you seen this year that are contributing in a major way to the success of the EBCE program?

Highly motivated and talented group of students
Enthusiasm of the Learning Coordinators
Cooperation of school administrators
Community cooperation
Hardworking, intelligent, dedicated Learning Coordinators

26. What obstacles, if any, have you seen this year that are limiting the success of the EBCE program?

Quarter system makes it difficult to achieve all basic skills and life skills activities
Lack of space in the Learning Centers

27. In what areas do you feel EBCE students have made the greatest growth this year? Why?

Communication skills and self confidence (For the first time students must rely on self and communicate at all levels to be successful)
Self-awareness
Better attitudes toward learning
Growth/maturity is visible
Students are motivated
Students have set goals and planned ahead!

28. In what areas do you feel EBCE students have made the least growth this year? Why?

Basic skills development- need more structured activities for those with deficiences
Life Skills development
Evaluation of occupations in relation to self. Students were more concerned with finishing an academic project than assessing and evaluating job experiences.

29. What effects, if any, do you feel the EBCE program has had on the regular high school program? Why?

Generated interest in career development--built into the program

30. What effects, if any, do you feel the EBCE program has had on the community? Why?

    Better knowledge of school programs by community
    Comments are positive
    More community support
    Community members see accurately the needs and abilities of high school students- not bad media accounts

31. What changes, if any, would you suggest in the EBCE program for next year?

    Students should be encouraged to stay in the program for a full 3 quarters
    More specialized seminars/workshops (i.e., resumé development, income tax preparation, etc.)
    More academic teacher involvement/acceptance
    Develop specific basic and life skills activities
    Produce evaluative activities to assess site experiences

APPENDIX K

APPENDIX K

Parent's name (optional)________________________________

School district____

EBCE PARENT OPINION SURVEY

This survey is meant to give you an opportunity to express your opinions about the Experience-Based Career Education (EBCE) program in which your son or daughter has been participating.

Most of the questions are to be answered on a scale of numbers from ① to ⑤ . The phrases at the top and bottom of each set of questions indicate what the scale means. A ① may mean something like "Definietly No"; if you feel strongly that the answer to the question is no, then you should circle the ① . A ⑤ may mean "Definitely Yes"; if you feel strongly that the answer is yes, then you should circle the ⑤ . The numbers in between (2, 3, 4) indicate an opinion somewhere in between "Definitely No" and "Definitely Yes." Some scales have different phrases, but they all work the same way.

Read the phrase above and below the numbers so you know what each scale means, then read each question and circle the number which is closest to your opinion. There are no right or wrong answers; your thoughts and feelings are the important things in this survey. The answers parents give will help determine how well the program is doing now and improve it in the future. Remember to circle a number for each item.

The name EBCE is used throughout this survey because the same form is being filled out by parents of participating students at other locations throughout the country where this type of experience-based career education program is being developed. For our project, whenever a question or statement in the survey refers to EBCE it means the particular EBCE project in which your son or daughter is participating.

EBCE PROGRAM PARENT OPINION SURVEY

Responses by parents at each site to this questionnaire are given below in summary form with means and standard deviations (in parentheses) indicated. The anchor points for the 5 point scale are also specified.

		1	5	Site A (n=13)	Site B (n=7)	Site C (n=10)
1.	How well do you feel the EBCE Program compares overall with the past school experiences of your daughter or son?	Much Worse	Much Better	4.4 (0.77)	4.4 (1.13)	4.0 (0.82)
2.	If you had it to do over again, would you want your son or daughter to participate in the EBCE Program?	Def. No	Def. Yes	4.6 (0.65)	4.3 (1.50)	4.6 (0.70)
3.	How well do you think your son or daughter likes the EBCE Program compared with past school experiences?	Much Worse	Much Better	4.5 (0.66)	4.4 (1.51)	4.7 (0.68)
4.	Have you received enough information about your son or daughter's progress in the EBCE Program?	Def. No	Def. Yes	3.8 (1.34)	3.7 (1.89)	2.4 (1.58)
5.	About how often have you had any contact with any EBCE Program staff members?	Almost Never	Very Freq.	2.7 (1.32)	2.9 (1.57)	1.5 (0.53)
6.	In comparison with regular classes how much opportunity did the EBCE Program provide your daughter or son for learning about occupations?	Much Less	Much More	4.8 (0.44)	4.4 (0.79)	4.6 (0.70)
7.	What effect, if any, has the EBCE Program had on helping your son or daughter form career plans?	Def. Bad	Def. Good	4.5 (0.66)	3.9 (1.34)	4.4 (0.84)
8.	In comparison with regular classes how much opportunity did the EBCE Program provide your daughter or son for general learning (i.e., Basic Skills and Life Skills)?	Much Less	Much More	4.1 (0.86)	4.1 (0.90)	3.9 (1.10)
9.	In comparison with past experiences in regular classes how motivated is your daughter or son to learn in the EBCE Program?	Much Less	Much More	4.3 (0.95)	4.0 (1.53)	4.0 (0.67)
10.	Before entering the EBCE Program, how often did your son or daughter talk to you about what was going on in regular classes?	Almost Never	Almost Daily	3.3 (1.44)	3.1 (2.04)	3.2 (1.14)

		1.......5		Site A	Site B	Site C
11.	How often does your son or daughter talk to you about what's going on in the EBCE program?	Almost Never	Almost Daily	4.4 (0.65)	4.6 (1.13)	4.1 (1.10)
12.	How may meetings have you attended during this school year where other parents of EBCE students were present?	None	4 or More	.15 (0.38)	.71 (0.95)	.60 (0.70)

13. What do you think are the greatest weaknesses of the EBCE Program?

		Frequency	*Percent*
1.	Some students can't handle the freedom	8	27.6
2.	Problems in the organization/staffing of the program	1	3.4
3.	Students not receiving sufficient training in basic skills or survival skills	3	10.3
4.	Inadequate supervision of students on job sites	-	-
5.	Lack of a variety of job sites to meet students' interests	9	31.0
6.	Other*	4	13.8

14. What do you think are the greatest strengths of the EBCE Program?

1.	Good alternative to a regular school program	17	58.6
2.	Quality of the staff	14	48.3
3.	Students learn about a variety of careers	23	79.3
4.	Students learn about "real life" situations and responsibility	25	86.2
5.	Good way of getting students to learn	13	44.8
6.	Experience in working with adults	21	72.4
7.	Individual treatment of students	13	44.8
8.	Other*	2	6.9

15. What positive changes, if any, have you noticed in your son or daughter that you feel are a result of participation in the EBCE Program?

1.	Greater maturity or self direction	14	48.3
2.	Better able to relate to others	10	34.5
3.	Greater self confidence	12	41.4
4.	Clearer direction about his/her future	13	44.8
5.	More interested in education	10	34.5
6.	Better understanding of jobs	18	62.1
7.	Improvement in basic skills	3	10.3
8.	More realistic attitudes toward life, work, etc.	14	48.3
9.	None	1	3.4
10.	Other*	1	3.4

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*Actual responses follow

16. What negative changes, if any, have you noticed in your son or daughter that you feel are a result of participation in the EBCE Program?

	Frequency	Percent
1. Less interested in education	1	3.4
2. Less interested in working	-	-
3. More critical of others	-	-
4. Disappointed with the program	-	-
5. None	27	93.1
6. Other*	1	3.4

17. What types of knowledge, skills or attitudes have your son or daughter acquired in the EBCE Program that you feel he or she would not have gotten from a regular high school program?

1. First-hand knowledge of demands in a "real world"	24	82.8
2. Working with other people	22	75.9
3. On-the-job skills	17	58.6
4. Self-discipline	15	51.7
5. Motivation to learn	12	41.4
6. Nothing	-	-
7. Other*	2	6.9

18. What changes, if any, would you recommend in the EBCE Program?

1. Number of responses*	11	37.9
2. No responses	18	62.1

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*Actual responses follow

Question 13--"Other" responses

The course seemed too short.

Students need pamphlets explaining EBCE to give to resource people.

I really don't know any weaknesses for our daughter. I feel that some students could not or would not handle the freedom.

Question 14--"Other" responses

They learn to function in adult life rather than just as a student.

Gives the student the freedom of learning at his own pace.

Question 15--"Other" responses

He was already good in 1-5.

Question 16--"Other" responses

More interested in education and work (kind of work).

Question 17--"Other" responses

High school diploma

This answer depends on the individual student. My daughter had already acquired the skills listed.

Question 18--actual responses

More resources

More extended course and more experience on the jobs

None in general! But get the administration off the backs of the EBCE staff.

L.C. should visit resource or resource persons at beginning of quarter after students' orientation visit. Resource people need to know more about program so they can help students with goals and indicators. They could help students set goals that would help the students to learn more.

Closer contact with both parents. More written material explaining program.

It definitely needs more job sites!

More parent-staff communication. Closer supervision of students. More emphasis on basic skills. Overall I think this is a good program and with some changes in the above named areas, I feel it will be a great opportunity for students.

Question 18 (cont.)

More on-the-job training.

I think it is a real good program for students. Danny has really enjoyed it. It has meant a lot to him.

Only allow seniors to participate in this program.

Require more written research in the area of the student's interest. More direct assistance in preparing materials that the student needs should be given on the school site where the student attends school rather than sending him to the Instructional Services Center. Why can't the EBCE instructor do these things? (I am speaking of using xerox machines and etc.)

APPENDIX L

APPENDIX

EBCE RESOURCE OPINION SURVEY
(N=43)

1. Approximate number of employees at your site

11.6*	1 person
23.3	2-4 persons
25.6	5-10 persons
16.3	11-25 persons
14.0	26-50 persons
7.0	Over 50 persons
2.3	Volunteers only

2. Length of time you have been participating with the program

4.7	Do Not Know
14.0	Less than 3 months
25.6	3-4 months
37.2	5-6 months
11.6	7-8 months
7.0	Over 8 months

3. Approximate number of hours you and your staff have spent participating in the EBCE program

14.0	Do Not Know
16.3	Less than 10 hours
18.6	11-25 hours
25.6	26-50 hours
11.6	51-100 hours
7.0	101-250 hours
7.0	Over 250 hours

4. To what degree did students participate in each of the following activities at your site?

	Never 1	Sometimes 2	Usually 3	Always 4
a. Talk about jobs, careers	0.0	15.9	40.9	43.2
b. Observe work activities	4.7	11.6	20.9	62.8
c. Participate in work activities	18.6	23.3	32.6	25.6
d. Learn job or career skills	25.6	25.6	25.6	23.3
e. Learn academic skills	22.0	41.5	31.7	4.9
f. Plan or work on project	9.8	34.1	41.5	14.6
g. Talk about personal interests or issues	7.0	23.3	34.9	34.9
h. Other activities (specify)	30.0	50.0	10.0	10.0

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*Numbers for each response indicate the percentage of resource persons giving that response (out of 43).

5. How did you first become involved with the program? (Check appropriate response.)

86.4	Program personnel contacted me about the program
6.8	A student talked to me about the program
4.5	Another employer talked to me about the program
2.3	Company personnel talked to me about the program
0.0	Other (please write in)

6. Did the program staff provide you with enough information to help you direct student activities at your site?

88.1	Yes
11.9	No

7. Would you recommend to a potential employer or resource person that he/she also become involved with the program?

97.6	Yes
2.4	No

	Definitely No				Definitely Yes
	1	2	3	4	5
8. In general, do you think the EBCE students you have worked with are really interested in your site? (Circle the appropriate number from 1 [definitely no] to 5 [definitely yes])	2.4	14.3	26.2	26.2	31.0
9. In general, do you think the students you have worked with are really interested in the program?	2.3	9.1	15.9	29.5	43.2

	Never				Always
	1	2	3	4	5
10. Do you receive adequate feedback about what happens to the students after they leave your site? (Circle a number from 1 [never] to 5 [always])	28.2	25.6	25.6	10.3	10.3
11. Do you receive adequate feedback about the effectiveness of your work with the students?	25.0	27.5	22.5	12.5	12.5

12. How have employees at your site reacted to your agency's participation in EBCE? (Check one)

51.2 Positive reaction
0.0 Negative reaction
25.6 Mixed reaction
4.7 No reaction
9.3 Not applicable
9.3 Don't know

13. In what ways (if any) have the employees at your site benefited? (Check one or more appropriate responses).

18.2 They haven't benefited
40.9 Increased their awareness of youth
2.3 Motivated the regular employees to further training
11.4 Reduced their workload
22.7 Increased interest in their own work
13.6 Other (please write in)

14. Do you plan to continue participating in the EBCE program next year? (Check yes or no)

87.2 Yes
12.8 No

Why? (Check one or more of the reasons below.)

63.6 Program is worthwhile
22.7 I like the people involved
50.0 My participation is a community service
22.7 It is challenging to me
0.0 I have had problems with the staff
0.0 I have had problems with the students
6.8 The program is not effective
9.1 I don't have time
6.8 Other (please write in)

15. What do you think are the greatest strengths of the program? (Check one or more reasons.)

36.4 Good alternative to a regular high school program
9.1 Quality of the staff
72.7 Students learn about a variety of careers
81.8 Students learn about real life situations
20.5 Good way of getting students to learn
38.6 Experience in working with adults

15. (Continued)

15.9 Improves academic skills
29.5 Improves interpersonal skills
0.0 Other (please write in)

16. What do you think are the greatest weaknesses of the program?

	Frequency	*Percent*
1. Some students can't handle the freedom	13	30.2
2. Problems in the organization of the program	2	4.7
3. Students not receiving sufficient training	9	20.9
4. Inadequate supervision of students on job sites	3	7.0
5. Too much paperwork	1	2.3
6. Other*	16	37.2

17. What do you feel students are able to learn on job sites that they could not learn as well in a regular school classroom? (Check all which apply)

90.9 Firsthand knowledge of demands in a real world
61.4 Working with other people
65.9 On the job skills
47.7 Self-discipline
50.0 Motivation to learn
6.8 Other (please write in)

18. What other comments or recommendations about the program would you like to make?

	Frequency	Percent
1. Number of responses*	20	46.5
2. No responses	23	53.5

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*Actual responses follow

Question 16--"Other" responses

Don't know--not involved that much.

Some students irresponsible; don't show up at assigned times.

Haven't become involved enough to know (lack of students).

Students are vague as to what they would like to learn and are unsure about what they are to learn through the program. Lack of student participation. Also, conflicts in schedules; was unable to have students participate in many activities because of their classes.

I really haven't had enough experience with the program to evaluate it thoroughly.

Students I have worked with know nothing about the career they have chosen.

The time to spend with the people.

I would hope students don't use it as a substitute to in-class learning and academic activities or as an escape from class.

This was first trial--did not understand why one student didn't return to a class until I asked supervisor--teacher was concerned student didn't tell her why she didn't return when expected.

Screening of students important; ours had a most lackadaisical attitude.

Our program may limit the time we can give.

We do not have the opportunity to judge the above; our problem is simply one of over-worked staff with students of all kinds wanting to observe and train.

Students have not always followed up and staff has not checked.

Weakness in failure to supply adequate information.

I have received no follow up in the program.

Communicatio- between tea[illegible]rs and resource persons where students come. We would like to know if we met the objectives for their students, how students felt about the experience, how we could have made the experience possibly more beneficial, etc.

Question 18--Other comments and recommendations

We would like to become more involved with the program. So far, we have had only one student and she did not spend enough time at our site to make any type of judgment of the program. We would like to have about five students in different areas.

Have enjoyed working with this program. Will be glad to continue winter quarter after I get back from maternity leave.

Enjoyed participating in the program.

More time should be given for written evaluation of students by resource. Jobs that are inconsistent should be used as mini-projects.

We have enjoyed having the students with us. They were both good workers and great kids.

Excellent program--great opportunity for students. Staff superior!! A joy to work with them.

I think the student benefited from the experiences in the EBCE program because it helped her to make a definite decision on the career she would want to pursue.

I would be careful to make sure students are serious about placement.

I think this type of program is a great asset to many students.

Good program!

I really didn't have enough input from students, but would like to continue to offer our services if and when needed.

Be sure students are aware of what they are to do, questions they want answered, what they want to learn, etc.

I will gladly give my time to any student. But they need to have a little idea of their topic or career they choose before going to a place of business. Otherwise it's just a good excuse to get out of class. I want to help the students if they are concerned. Thanks.

Our contract with the program has been a very mixed feeling. I am not real sure about our part. It appears that it was to be from a question and answer period concerning employment as a forester. Several of the students that came were not prepared at all to even ask questions. We had one come here that wanted us to spend our time telling him everything about being a forester. I can only think of one young lady that came that had really done any prework and had questions written down. She was ready to learn something.

Please let me say it has been a privilege to have these young people with me.--they have all appeared interested and well behaved. I hope I have helped them and been a good influence on them.

Other comments/recommendations: (cont.)

I have enjoyed my participation in the program. Teachers and children were "overall" pleased and appreciate the involvement of the "regular" student.

Exceptional idea if students are sincerely interested and motivated. School is confining and protective and every young person needs to be introduced to the "real world" at this stage of development so they can in the future prepare for entering business, careers, etc.

Most of the young people have been cooperative and interested. Response of various department heads range from interest in the program to resentment at having more burdens. There is probably a need to give career education opportunities within the hospital without putting the burden on busy department heads who are already coping with school of nursing students, two technical schools' students and now many career education programs.

There has not been adequate time this year for our center to provide more supervision. However, without prior work, I don't think our site can provide the kind of experience students need.

Students seemed to enjoy what we had to offer. For most part, students asked pertinent questions and appeared to be prepared for the experience and to obtain the information they wanted.